JOURNAL OF EDUCATIONAL STUDIES AND RESEARCH (JOESAR)

ISSN: 1117-3224

VOL. 9(5) NOV, 2022

**A PUBLICATION OF SCHOOL OF GENERAL EDUCATION
NWAFOR ORIZU COLLEGE OF EDUCATION,
NSUGBE, ANAMBRA STATE, NIGERIA**

COPYRIGHT ©: SCHOOL OF GENERAL EDUCATION 2022

ISSN: 1117-3224

The Journal of Educational Studies and Research (JOESAR) is a journal of opinions and researches in the field of education. Articles are peer-reviewed and selected, edited and published by an editorial board of experts in education. The journal is published bi-annually. The JOESAR editorial policy does not reflect the official position of Nwafor Orizu College of Education, Nsugbe, Anambra State of Nigeria.

Address all Subscriptions, reprint requests and orders to:
The Editor
Journal of Educational Studies and Research,
School of General Education.
Nwafor Orizu College of Education, Nsugbe
P.M.B 1734 Onitsha.

The Journal of Educational Studies and Research (JOESAR) accepts contributions from teachers lecturers and researchers in education and related fields. Contributor should submit one soft copy and two hard copies of manuscript typed and double-spaced in A4 paper not exceeding 15 pages. The manuscript must conform to the publication guidelines of the APA referencing style.

Published by: School of General Education Nwafor Orizu College of Education, Nsugbe

Printed by:
@ ADUVAS A- CONCEPT
Email: aconceptprints@gmail.com
Phone: 08063221161

List of Contributors

Prof. Nneka Nnoroom
Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

Augustine Nwanaka
Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

Kate Ogechukwu Ezeoba Ph.D
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Victor Emeka Okafor

Dorothy Mma Afunugo Ph.D
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Obiukwu Kingsley Ph.D
Alvan Ikoku federal College of Education, Owerri.

Dr. Sandralyn Ifeoma Obiukwu
Alvan Ikoku federal College of Education, Owerri.

Okoye Patience O. Ph.D
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Achufusi, Jane N. Ph.D
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Agubosim Chikwado Francis Casmir
Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

Nnamuma, Okey Francis
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Okeke, Arinze Kingsley
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Nwawube, Martina Chibugo
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Eze Chinyere .N
Federal College of Education (Technical), Umunze, Anambra State.

Emere Ogechukwu Nwakaego
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Ezeiruaku Melvina Ngozi
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Ebubeogu, Chinenye Evangeline
Chukwuemeka Odumegwu Ojukwu University, Igbariam.

Roseline E. Umezulike Ph.D
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Ekemezie Ekene Nwafor Orizu College of Education , Nsugbe, Anambra State.

Ufoaro Obinna A. Nwafor Orizu College of Education , Nsugbe, Anambra State.

Anyachebelu Uzoma Mirian
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Dr. Nnajiofor, H. I,
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Obasi, Chinedu
Alvan Ikoku Federal College of Education, Owerri, Imo State.

Aniwetalu, Charles Ifeanyi
University of Lagos.

Akpan, Fidella O.
Debrius College, Lekki, Lagos.

Uzoka, Obioma Agatha
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Ofuonye Rose A.
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Chinyere Agnes Muokwe
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Mary Okwuchukwu Akujieze Ph.D
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Otugo Samuel .O
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Ifeanyi Violet Megafu
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Obiorah Marcel Sunday
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Azodo Anthony
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Onyezeka Uchechukwu Markcollins
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Dilibe Chinonso Joachin
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Okwumuo, Victoria Nkiru
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Dominion Joanna Ngozi
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Iwuno Peter Chukwunweike
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Iwuno Chiamaka Martha
Nwafor Orizu College of Education , Nsugbe, Anambra State.

Table of Contents

EDUCATION FOR GLOBAL COMPETITIVENESS: ROLE OF BIOLOGY TEACHERS IN IMPROVING QUALITY ASSURANCE IN SCIENCE EDUCATION.

PROF. NNEKA NNOROOM
Department of Science Education
Chukwuemeka Odumegwu Ojukwu University Anambra State Nigeria
nnekannorom@yahoo.com

and

AUSTINE NWANAKA
Department of Science Education
Chukwuemeka Odumegwu Ojukwu University Anambra State Nigeria
nwanakaaustine85@gmail.com

ABSTRACT
This article explores the role of biology teachers in providing quality assurance in science education for global competiveness. This is necessary because education is the key to socio-economic development of the world. The world today has since shrink into a global village, where only those with global knowledge and employability skills function in multinational setting-locally and globally. Biology education which is geared towards exposing quality and functional knowledge; provide biology related learning experiences for students to develop scientific literacy so as to participate actively in our rapidly changing knowledge-based society. Biology is an indispensable part of the science education which prepares students to acquire meaningful and relevant scientific skills and attitudes in everyday life to become player in the global market place and for global competitiveness. The study reviewed the relevance of biology teaching towards improving quality assurance and its strategies for building quality assurances into the educational system for global competitiveness.

Keywords: Education, Biology, Quality Assurance, Science Education, Global Competitiveness.

INTRODUCTION

The Federal Republic of Nigeria (FRN) (2014) recognizes education as instrument per excellence for individual and national development. Education has been universally recognized as an indispensable instrument for development and advancement of man. In Nigeria as it is in the world over, education is an inalienable right of every child. Through education, every child is expected to acquire desirable and functional knowledge, develop appropriate skills both intellectual and physical as well as positive attitudes and values necessary to live successfully and become a useful member of the society. Nigeria has earned the designation of the giant of Africa by good work of its size, population and vast resources. The pitiable state of infrastructure, low standard of education, wearing a way of value system, and many other tribulations prevalent in the society has caused the country to be fast losing its respects across the sphere. Nigeria is blessed amply with all the resources to be the best in all ramifications, yet the educational system is in shambles just because it is a product of Nigerian norms where in most cases normal things are abnormal and abnormal things are normal (Usman, 2018).

The world has realized that the economic success of the states is directly determined by the quality of their education systems (Pavel, 2012). It is worrisome that while some countries have recognized the value of investing heavily in education as a vehicle for irremeable growth and brawny economy, Nigeria still prioritizes sustaining an excessively expensive system of governance ahead of instituting mechanisms that will guarantee quality education (Usman, 2018). The widespread

recognition that education is a major driver of economic and global competitiveness in an increasingly knowledge. Driven global economy has made high-quality education more important than ever before (Asiyai, 2015). Therefore, it is imperative for countries to strive towards raising teachers with higher level employment skills and sustain a globally competitive research and knowledge breeding base to the benefits of the society and the global world (Ewuzie, 2020).

Quality education equips people with the ability that will enable them explore the world and manipulate it for their survival and establishment (Njoku, 2016). For quality education to be achieved, the principal actors of learning (teachers, learners and the environment) should be cooperatively organized. The teacher must be adequately equipped in quality and quantity, the students must be well trained and the required facilities must be provided as well (Adegbesan, 2011). The fact that Nigeria's education system is still characterized by a few high performing and many low performing schools is not acceptable to stakeholders in the education sector (Okebukola, 2013). The situation needs to be improved on, so that the country can operate with its peers in global competitive academic standards. In the educational system, a vital mechanism required for actualization of the educational objectives is to build a quality assurance model that will improve the quality of the teaching and learning process in the academic environment (Idialu, 2013). Global competitiveness which is regarded as the sets of skills that helps someone (students) be a productive member of their community and the world. Being globally competitive today requires developing global competence which depends on the level of readiness and preparations towards equipping students with hard skills to compete in a global job market.

Many nations around the globe now agree that the way out of series of bondage plaguing their nations and their citizens is through quality education (Njoku, 2016). Education in Nigeria has gone below its expectations because of little or no attention paid to the educational sector. The neglect has contributed to the present day collapse in the standard and quality of education in Nigeria (Uzorka & Okobia, 2011). This situation in the education sector is reversible if there is a positive attitudinal change & conscious affirmative action by all stakeholders in the country. Stakeholders in the education sector are advocating that Nigeria education institutions at all levels should be encouraged and supported to develop strong internal quality assurance mechanism to drive the sector process and progress. It was observed that, countries that thrive in all sectors of their economy did embrace education as their bed rock (Ewuzie, 2020). Achieving a robust quality education status in a nation does not happen by chance, but achieved through implementation of well thought out strategies that can upgrade the education standard and improved quality of products churn out from the various citadels of learning.

Concept of Education

The overall importance of education to mankind cannot be over-emphasized because no human society can afford to neglect education at any level and hope to grow and develop. As a result of this, Briggs in Emenike (2019) previews that education is a long term investment by the state to make itself a better place in which to make a living. Thompson (2019) asserted that education has become a pragmatic instrument for national development since it constitutes a device for achieving various goals and objectives of any society owing to the fact that no nation of the world can afford to be ignorant of education and be free. Fafunwa in Okaro (2019) stated that education is the best defense mechanism of a nation and any amount spent on education is actually money well spent.

One of the prime purposes of education is for individuals to make useful living. Education in Nigeria, especially at the secondary school level, is geared toward preparing school leavers with the necessary theoretical and practical knowledge as well as skills in order to make useful living for themselves and the society they live in (FRN, 2014). It occurs with the help of educators, but students can also educate themselves. Education is defined as the acquisition of necessary skills and the development of mental, physical, and social capacities as instruments for individuals to live in and contribute to the society's development and likewise towards global competitiveness (FRN, 2014). Education is a term that has been defined in multiple perspectives, as one of its is that education is acquisition of appropriate skills and development of mental, physical and social abilities as equipment

for the individuals to live in and contribute meaningfully to the development of the ever changing society (FRN, 2015).

Despite all efforts to place Nigeria education system on the right pedestal, the overall quality of the sector leaves much to be desired thus attracting a plethora of negative comments from educational experts and social commentators. It is based on this that, Ubon (2018) stated that Nigeria's education system is conspicuous by presence of high incidence of indiscipline, poor infrastructures, incompetent teachers, examination malpractices and all manner of social vices. Sequel to this, few years back, there was a vociferous outcry for schools formerly under the church missions to be handed back to them in order to guarantee and sustain quality education assurance in Nigeria as well as fighting problem of cultism and incessant strikes (industrial actions). Al-Hattami and Al-Adhal (2017) asserted that education is the most powerful social change instrument. Through education, any society can bring desirable changes that can cope with the rapid development on technology. Education, no doubt, contributes in the process of social change as a necessary and vital factor which helps to stimulate, accelerate and work out various processes by disseminating and inculcating knowledge of meaningful, skills, information and values that is appropriate for the socio-economic change and educational global competitive issues Chidiobi and Okenwa (2015) posited that education is a great necessity of human existences on earth because, it helps to prepare, equip and secure learners/individual's life and provide them with basic foundation to function and develop well in their contemporary society. According to Nnabuo and Asodike (2017), education as a fundamental right is very important to the well-being of human kind. They explained that effective education can help to ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic & cultural progress, tolerance and international cooperation among others.

They buttressed more on this, that education raises income level globally and improves standards of living. There is a need to resist the various meanings in focus and intentions of education in the light of the problems plaguing the nature, especially the nation with high educated populace. The philosophy of education in Nigeria has been spelt out by the Federal Republic of Nigeria (2014) of the National Policy on Education as follows;

- Education is an instrument for national development; to this end, the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education.
- Education fosters the worth and development of the individual, for each individual sake, and for the general development of the society.
- That every Nigerian child must have a right to equal education opportunities irrespective of any real or imaged disabilities.
- That there is need and functional education for the promotion of progressive, United Nigeria; to this end, school programmed need to be relevant, practical and comprehensive; which interest and ability should determine the individual direction in- education.

The philosophy seems to be laden with concern for peaceful co-existence and interpersonal relationship. The goals of Nigerian education are found on the four (4) broad statements of the philosophy. The goals are also documented in the National Policy on Education (FRN, 2014), as:

a.   The inculcation of national consciousness and national unity.
b.   The inculcation of the type of values and attitudes for the survival of the individual and Nigerian society
c.   The training of the mind in the understanding of the world around and
d.   The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society.

Concept of Biology

Biology is one of the fields in natural sciences that studies living things. Biology is the study of the structure, function, heredity and evolution of all living things; micro-organisms, fungi, plants and animals (Okenyi, 2012). According to Ishaku (2015), biology is one of the branches of science that

involves the study of living things ranging from microscopic cellular molecules to the biosphere which encompasses the earth surface. Biology is the study of living things and their vital processes (Sarojini, 2018). Sarojini explained that it is the study of life, alongside physics and chemistry. Biology is one of the largest and most important branches of science because it covers broad areas, it has been traditional to separate the study of plant (botany) from that of animal (zoology), and the study of structure of organism (morphology) and that of microorganisms (microbiology). This subject has a significant contribution to man and hence it is taught in every educational school. Ishaku (2018) noted the importance and contributions of biology to include; helping individuals to understand the parts of his/her body and their functions, enabling one to question superstition due to sustained interest arising from comprehension of the cause of events, understanding and appreciating life, bringing into focus the need to maintain good health, promoting the individuals, for choices in careers, to inculcate in the individual scientific skills and attitudes in his approach to personal and societal problems, impact factual knowledge and stimulate scientific reflective thinking so as to produce a better informed individual. The cardinal objective of biology education is to prepare students to acquire; adequate laboratory and field skill in biology, meaningful and relevant knowledge in biology, ability to apply scientific knowledge to everyday life in matter of personal and community health, lastly reasonable and functional scientific attitudes (Federal Ministry of Education 2004). Biology according to Kingdom-Aaron, Etokere, and Okwelle (2019) is the science of life or the study of living things, movement, breathing, nourishment, irritability, growth, excretion and reproduction are all covered by biology. Similarily, Okenyi (2021) viewed biology as the study of the structure, function, heredity and evolution of all living thing, microorganism, fungi, plants and animals. Life processes are common to all living organisms, whether they are plant or animals, regardless of race or geographic distribution. It is important to know among the objectives of teaching biology as highlighted in the science curriculum to include; provision of trained manpower who can apply biological knowledge in improving nature and solving human problem, and enabling young scientist to understand the increasing complexities of nature (FRN, 2014) and the provision of knowledge and applied skills necessary for medical, agricultural, industrial and socio-economic boom. These objectives which are in consonance with knowledge of biology help convert a generation of job seekers to a generation of job creators. This can effectively be achieved through science education.

Concept of Building Quality Assurance through Science Education

Quality assurance in education involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency. It encompasses school self-evaluation, external evaluation inspection, the evaluation of teachers and school leaders, and student's assessments. It also mean systematic quality management and evaluation measures adopted by schools or education providers and external validation agencies to monitors, supervise and evaluate educational inputs process and the outputs for the purposes of; maintaining approved educational standards. The main objective of quality assurance in education involves the mechanism (tools, processes and actors) of improving teaching and learning with the ultimate goal to support the best outcomes for learners.

Quality as a concept is multi-dimensional which has been differently defined by various stakeholders. According to Okoro (2015), Quality encapsulates the concept of meeting commonly agreed precepts or standard which may be defined by law, an institution, a coordinating body or a professional society. It is the degree with which a product, service or phenomenon conforms to an established standard, and which makes it to be relatively superior to other (Oyewumi & Fatoki, 2015).

According to UNESCO (2012), quality education is characterized by

- Learners who are healthy, well- nourished and ready to participate and learn, supported by families and communities.
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the area of literacy, numeracy and skills for life.
- Processes through which trained teachers use child centered teaching approaches in classroom, schools and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge and attitude liked to national goals for education and

positive participation in society.
- Education that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.

Eneh (2017) defines quality assurance as a systematic management and assessment procedures adopted by an institution and system so as to monitor performance against objective and to ensure achievement of quality outputs and quality improvement. Onovo (2018) explained that quality assurance in education could be seen as a process of improving the quality of teaching and learning for quality output by employing hands that are within the school or outside the school. From all the above definition, one can decipher that the ultimate aim of quality assurance is to improve quality. Quality assurance is a wide ranging concept which covers all matters that individually or collectively influence the quality of products and/or services. Quality of educational programme could be then measured in terms of quality of input, quality of process, quality of context and quality of output (Adegbesan, 2011). Therefore, ensuring quality in education through biology teaching requires the right quality and quantity in everything that goes into teaching-learning process and system as input and process (Okoye and Ashibogwu, 2018). This kind of production synergy can ensure a clear focus on school development, providing data on aspects such as school climate and the well-being of all members of the school community, effective teaching and learning, and impact of innovation (Adeniran and Ekeruche, 2019).

FME (2014) emphasizes that education quality assurances through biology teaching in Nigeria is a paradigm shift from the former practice of school supervision and inspection to a monitoring and evaluating process that provides a new operative mode of evaluation. The strategic aim of quality education is therefore to prescribe standard and ensure that inputs, processes and output of the system meet standards. Science is simply defined as a systematic study of nature. It can equally be defined as the manifestation of marts wonderful desire to have control of everything that affects his life. Broadly, science is an organized body of knowledge in form of concepts, principles, laws and theories through which the knowledge is generated and transmitted. In schools, quality assurance activity focuses on whether learners are achieving as much as they can and whether everything the school provided has the best possible impact on learning (Obanya, 2016). Onyesom and Ashibogwu (2013) emphasized that the quality assurance factors as presented below;
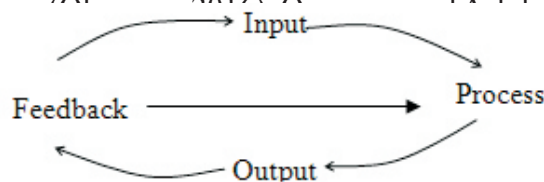
Fig. 1: Control mechanism for quality assurance in school (Onyesom & Ashibogwu, 2013).

According to Onyesom and Ashibogwu (2013) as show in fig. 1, emphasis is on the input and process combination that procedures the output. The feedback mechanisms help to re-evaluate the extent of achievement of the objectives and to determine where corrective actions are required. The input component therefore includes the following; teacher, supervisors, equipment, funds and infrastructures. The process element involves the system, curriculum and teaching/learning interactions among others. The output elements are the school products, student's achievements, skills, attitudes and behavior in general.

Problems Facing Quality Assurances in Nigeria

It is imperative to know that the most prominent amongst the impediments of quality assurance in the education sector in Nigeria is underfunding. This issue of funding of education has been a recurrent decimal in the history of Nigeria educational sector despite poor state of education system in the country (Amahua, 2010). It is obvious that low allocation is definitely a known hindrance to the sector in implementing polices that reassures quality education in our society today.

In Nigeria, below are other challenges facing the process and system of quality assurance;
- **Problem of policy transformation:** In Nigeria, policies transform recurrently with almost

every change in country's leadership leading to inconsistencies in education policies (Igborgbor, 2012). These frequent changes of policies signify the absence a workable strategic plan for education sector development and constitute a serious challenge to the reforms in the education sector (Asiyai, 2015).

- **Problem of politicization of appointment:** In Nigeria, for instance, person without requisite experience or academic background in education are appointed into leadership of education and related institutions where such misfit appointments can lead to absence of total quality management.

- **Outbreak of public health concerned disease:** The out break of some disease like Ebola and Corona virus which was later coded "Covid-19" by the World Health Organization (W.H.O) has affected all aspects of human activities globally ranging from education, research, sports, entertainment, transportation, workshops, social gathering / interaction, economy, business and politics.

- **Problem of Education Supervision:** Supervision has been a great challenge in education as it lacks the needed commitment and coordination to survive. The internal and external organs of quality assurance in education in this regard have failed and any system or project that is not properly supervised by good supervisors is bound to derail from its expectations and indeed intended objectives.

- **Problem of persistent insecurity and conflicts:** Fact remains that persistent insecurity and conflicts remains a menace which has resulted from the weak institutions and social organization in our country. Over the years, educational institutions have become targets of bandits in carrying out their nefarious activities ranging from kidnapping and killings, among others (Usman, 2020).

- **Problem of poor management and Governance:** Based on observation, poor management and governance of institutions by administrators and stakeholders is also having a consequential effect on quality assurance in the education sector which also characterizes in every other sectors of Nigerian society. One of the problems in Nigeria is that the institutions for managing education whether at the local or national level are weak and inefficient because of the democracy deficit in our polity.

Problems Militating Against Effective Teaching of Biology as a Science Education Course

Effective teaching of biology involves process by which biology teacher adopts all the possible method needed in teaching. Some of the problems militating against effective teaching of biology as a science education course are;

- **Unqualified biology teacher:** Inappropriate training of science teachers, especially biology teachers are the major problem towards quality education for global competitiveness of students.

- **Poor teacher factor towards teaching:** Majority of biology teachers are not knowledgeable and have remained in that condition for long time without seminar and workshops and refresher courses in biology.

- **Inadequate supply of biology equipments:** In some schools, laboratories equipment like microscope, glass tube, incubators, bones of different vertebrates etc charts of different animals development, system, orgasm etc, work books for practical and textbooks are not adequate for the students towards quality education delivery.

- **Attitude of biology teacher:** The personalities of teacher such as the way the teacher walk, talks, reacts to issues, his/her code of conducts & dressing code has become a factor which lead to the ineffective teaching of biology towards attaining educational quality assurances.

- **Inadequate funding:** Governments are not sincere to quality education of the citizens; this is reflected in the annual budget of the government. Most teaching and learning carried out in our various schools and institution of learning are carried out without exposing students with practical orientations and skill acquisitions.

Role of Biology Teachers towards Improving Quality Assurances in Science Education

Generally, the role of teachers in education cannot be overemphasized. The goal of education is usually achieved using curriculum as a vehicle. The curriculum can only achieve the goals of education when it is properly planned and effectively implemented, that is when the subject-matter is properly selected, organized and presented to the learner during teaching. Teaching is an interaction involving the learner, the subject matter and the teacher in a conductive environment. Owing to the fact that teachers help to bring changes in education for sustainable development, below are some of the roles;

- A biology teacher through quality education provides the outcomes needed for individuals, communities and societies to prosper. It allows schools to align and integrate fully with their communities and access a range of services across sectors designed to support educational developments of their students.
- A biology teacher provides instruction and guidance to help students explore and understand important concepts in science, including problem-solving and how to gather evidence to support idea or decisions.
- Biology teacher must implore instructional materials to enhance quality education assurance, sustainability in the students for future utilizations towards global competitiveness.
- A good biology teacher assures ownership of students' success in life, understands the feelings of his students and societal expectations and focuses towards achieving them through impacting skills that can help them transform biology knowledge into real life situation and to solve human problem.
- Biology teacher is expected to teach contemporary biology towards improving quality assurance in such a way that the objective of biology education will be satisfied.
- Biology teacher should employ learner-centered approach in teaching for the acquisition of entrepreneurship skills in biology.

Relevance of Quality Assurance to Education System in Nigeria

For quality assurance in education which involves improving curriculum content and instructional procedures toward positive implementations to sustain the standard of education. Below are some of the relevancies of quality assurance to the education sector in Nigeria;

- Serving as indispensable component of quality control strategy in education.
- Ensuring and maintaining high standard of education at all levels.
- Assisting in maintaining and supervising educational sector.
- Determining the quality of the teacher inputs
- Determining the number of classroom needed based on the average class size to ensure quality control
- Determining the level of adequacy of the facilities available for quality control.
- Regulating the prudent and judicious unitization of the available financial resource toward achieving the desorbed goal and result

Strategies Required for Quality Assurance in Teaching Biology as a Science Education Course

For quality assurance in teaching biology as a science education course, it is expected that biology teacher should practice the following strategies;

- Be positive and enthusiastic
- Set high and clear expectation
- Use variety of teaching method
- Ensure note taking and attendance
- Use variety of instructional materials
- Simplify the categories/ tips
- Encourage and reinforce questioning
- Give task / assignment, other assessment and feedback

- Adopt flexibility approach
- Align instruction/ task to learning standard objectives
- Establish climate of mutual respects and cooperation
- Self-assess regularly and improve technically
- Adopt the 4c. - Collaborating, Critical thinking, Creativity and Innovation with good communication skills.

Amongst the strategies needed to guarantee the desired quality of education is to build quality assurance mechanism into the learning process. Quality and standard must be derived from a coherent policy framework, which provides clear directives and guidelines as well as principles, assumption, structures, roles and responsibilities (FRN 2014). When the above strategies in the process of teaching and learning are been adopted and practice as an educators in various school and institution, the academic quality assurance and performances of the student will improve as expected toward achieving excellence for global competiveness. This will attest that teachers who are the representative of the teaching profession and the school are indeed "*professional teachers*" and not "*conditional cheaters*" in the teaching profession.

Conclusion

Research revealed that the inability of Nigerian students to compete globally with other colleagues is a gap in the education of the country. The country culture of learning is inappropriate to what is obtainable across the world. The school teacher lacks the needed resources to teach the students effectively. Basically, lack of basic learning tools and conducive environment are the underlying factors, adding that biology students are not effectively engaged with the practices that are considered to the global. There are serious problems with Nigerian education which is terrible with the system and cycles in the governances of education (management). Teachers being arguably one of the most important factors in an educational system should be supported with the entire arsenal needed towards quality assurance in education. Nigerian teachers and education/policy makers should understand that there is need to move from rhetoric to actionable policies for the revival of education in our schools, because, it is believed that education can trigger country and global competitiveness. Therefore, it is really the overarching goals of Nigerian teachers, leaders and education policy makers to put education in their priority list towards improving quality assurance in our country Nigeria.

Recommendations

Based on the following discussion, recommendations were made:
1. Students should be taken out for excursion and field trip because the learner is active in the environment and learns more through his/her activities in the environment.
2. More employment of qualified and competent biology teachers should be recruited and the existing ones should be trained from time to time.
3. There should be seminars and workshops organized by government to educate biology teachers on how best to teach biology and transforming it into real life situation.
4. There should be an increase in the provision of teaching materials and equipments to school which will go a long way towards effective and better understanding of biological concepts and terms.
5. Government should provide entrepreneurship club for young unemployed Science education graduates as a measure of security for the nation.
6. Dedicated biology teacher should be encouraged by giving incentives and promotions guaranteed. This will definitely make others to sit up and discharge their duties effectively and in accordance as stipulated in the biology curriculum.

References

Al-Hattami & Al. Ahdal (2017). Insight into the role of education as an agent of social change in the 21ˢᵗ century. *European Journal of Research on Education,* 1(3), 29-33.

Chidiobi, R.U. & Okenwa, G.N. (2015). Effective management of secondary education as an instrument for national security and sustainable development in Nigeria; *Relevance and challenges*. *World journal of education* 6(4), 30-40.

Ewuzie, K., (2020). Quality assurance mechanism top educationists demand for 2020.*https:// businessday./ng/education/article/quality-assurance-mechanism-top-educationali demand-for-2020.*

Federal Republic of Nigeria (FRN) (2014). *National Policy on Education,* Lagos*;* NERDC Press.

Idialu, E.E. (2013*). Enquiry Quality Assurance in Vocational Education. Contemporary issues in Education Research,* 6(4), 431-438.

Igborgbor, G.C. (2012). Quality assurance in vocational Education. *Contemporary issues in education research* 6(4), 431-438.

Njoku, L.N., (2015). Nigeria Education development and need for quality sustenance, *Unpublished Thesis for B.A Degree in international studies in Education school of Education,* University of Iceland.

Nnabuo, P.O.B & Asodike, J.D. (2016). Exploring education as a tool for sustainable development in Nigeria. *European Scientific Journal*, May 4, (10), 56-62.

Nnorom, O.E. & Gaius-Oke, H. (2013). Quality assurance in office technology and management in polytechnics in Nigeria. *Association of Business Educators of Nigeria*. 3(1), 45-49.

Odo, S.N. (2015). Achieving quality assurance in business Education in Nigerian colleges of Education; *Journal of Teaching and Education*, 4(3), 415-422.

Thompson, M.N., & Dahling, J.J. (2019) Employment and poverty; why work matters in understing poverty. *American psychologist,* 74(6).683-694

Ubom, L.A. (2018) *Pragmatic approach to Educational management* Calabar*;* Metrose Publishers*.*

Umoh, V.A. (2015). Education as a panacea for national capacity building strategy for sustainable development and poverty alleviation in Nigeria. *Journal of emerging trends in Educational research and policy studies (JETERAPS),* 6(7), 319-32s4.

UNESCO (2020). Education: from disruption to recovery. (2020-03-04).

Usman, M. (2020). Youth banditry in Northern Nigeria an eagle ege on the security and socio-economic impact. *International Journal of politics.* 6 (1) 1-20.

Usman, Y.D., (2018). The imperativeness of re-assessing the quality of Nigerian education system. *The chronicle of education* (Blog). *http//the chronicle of education.net/2018 /12/14/theimperativeness-of-reassessing-the-quality-of-Nigerian-education-system/*

CHALLENGES OF IMPLEMENTING SUSTAINABLE FUNCTIONAL SECONDARY EDUCATION CURRICULUM IN AGUATA EDUCATION ZONE OF ANAMBRA STATE.

KATE OGECHUKWU EZEOBA. Ph.D.
Department of Curriculum and Instructional Technology, Nwafor Orizu College of Education, Nsugbe, Anambra State

&
VICTOR EMEKA OKAFOR Ph.D.

Abstract
The research work focuses on the Challenges of Implementing Sustainable Functional Secondary Education Curriculum in Aguata Education zone of Anambra State. A survey research design was adopted for the study. The population consists of eight hundred and twenty teachers in secondary schools in Aguata education zone. Purposive sampling technique was used to sample three hundred teachers. The questionnaire was the major instrument for data collection and it was validated by two experts from Curriculum department at Nwafor Orizu College of Education Nsugbe, and the other from measurement and evaluation department at Nnamdi Azikiwe University, Awka, Anambra State. The mean statistics was used to analyze the data collected. The findings of the study showed that the challenges of implementing sustainable functional education include: poor funding of education at all levels, poor academic preparation of those admitted into secondary education, recruitment of teachers through the back door, inadequacy of physical & instructional facilities theoretical approach to learning, insecurity among others. The paper discovered that employment of highly skilled and motivated teachers, adequate funding of education, integrating of technology in the classroom, monitoring and supervision of instruction, training and re-training of teachers on modern methods and skills of teaching. The paper concluded that the only way to implement sustainable functional secondary education is by overhauling secondary education in Nigeria by integrating technology in the classroom, funding of education, employing teachers in quality and quantity, motivating teachers through enhanced salary structure, training and re-training them. Some relevant recommendations were made.
Key words: Implementing, functional, education, curriculum.

Introduction/Conceptual Framework
Functional education is the education that equips individuals with skills of self-reliance, values and knowledge. Functional education according to Okafor (2013), provides people with requisite intellectual, vocational and managerial skills for job creation, or for gainful employment in the public or private sector. Curriculum is defined as the entire school programme. Luneburg (2011) sees curriculum as the school programme of studies, activities and programme of guidance.

The National Policy on Education (FRN, 2013) states that secondary education is the form of education children receives after primary education and before the tertiary stage. The document states that the aims of secondary education within our overall national objectives should be preparation for further education. The National objectives of secondary education is to provide sustainable functional education which entails; providing all primary school leavers with the opportunity for education of a higher quality irrespective of sex, social, religion or ethnic background. Diversify its curriculum to cater for the differences in talents, opportunities and roles possessed or open to students after their secondary school course.

Sustainable functional education also means equipping students to live effectively in our modern age of science and technology. It also provides technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. The implementation of the above objectives and programmes for achievement of sustainable functional education curriculum has not been easy as a result of some challenges such as funding. According to Ajanaku (2019), to achieve

sustainable functional secondary education, the country would have to allocate 26 percent of its national budget on education. This seems like a far reality for Nigeria with its 2018 budgetary allocation to education was mere 7.04%. The annual budgetary allocation to education has continued to drop. The year 2020 budgetary allocation was 10 percent which is far below UNESCO (2013) recommendation. Issues of inadequate funding and poor budgetary allocation need to be addressed. There is also lack of well trained teachers in our secondary level of education. Yaya (2001), observes that the problem facing the school is that of having teachers of required quantity in appropriate quality. Some of the teachers who teach in our secondary schools lack the pedagogical skills, the commitment and practical orientation required for effective teaching. Onyeachu (2008), says that, the teacher factor is one of the critical issues in implementing any educational curriculum. He asserted that, for any programme to be successfully implemented, the implementers must be adequate in terms of quantity and quality. He further noted that, it is disheartening to note that in most of Nigerian secondary schools, teachers are in short supply and those available are mostly not qualified to teach their subject areas.

Also, poor academic preparations of the entrants to secondary school have contributed in their weak foundations. Olayinka (2012) lamented that the quality of some students that are admitted into our secondary schools leave much to be desired in terms of their educational background. The type of academic preparation given to them at the primary level of education seems to be faulty, many reasons have been adduced for this, poor quality of teachers, overcrowded classrooms, inadequate educational facilities are some of the factors responsible for poor preparation of entrants into secondary schools. The way and manner in which teachers are recruited is a source of worry to many stake holders in education. According to Ofoefuna (2016), the modern trend is recruitment through complimentary cards, phone calls and personal contacts with chief executives, from political office holders, top government officials and relations and friend of those in top management and religious leaders. Recruitment through this method cannot give us the best of teachers needed in the classroom for implementation of sustainable functional education curriculum. Ezeokeke (2018) observes that Nigeria education stands on unedifying falsehood. According to her, many teachers drafted to teach in our public secondary schools lack the knowledge and skill of implementing the secondary school curriculum. In addition, emphasis on theoretical knowledge, irrelevant and culturally unresponsive curricula, poor pedagogical content knowledge, dilapidated structures, insecurity of lives and property are some of the reasons implementing sustainable functional education will remain a mere dream.

To reverse the ugly situation, there is need to integrate technology into our educational system. Technology has the dual benefit of expanding access and improving quality of education. Amina (2001), is of the view that mobility of technology in education implies that learning opportunities can exist anywhere. This is particularly important as physical spaces for learning will not be able to keep up with Nigeria's population surge, which is expected to double by2045. Technology also facilitates access to education content, exchange of skills and experiences as well as knowledge transfer. Also,funding of secondary education should not be toyed with. According to Obunadike (2012), funding is central to unhindered quality education and it is quality education that leads to sustainable functional education. UNESCO recommends 26% of national expenditure be expanded on education annually. In Nigeria, the fund that goes into education has been very low. The government of Nigeria spends between 4% and 16% annually on education.

In addition, recruitment of teachers should not be only on paper qualification but the prospective teachers should be tested in oral and practical examination. According to Ezeokeke (2018), the teacher's personal qualities and professional competence will ensure that sustainable functional education is implemented. There is urgent need to provide material resources for effective implementation of secondary education curriculum. Infrastructures and instructional material are required in our secondary schools for effective teaching. According to Amina (2001), education in Nigeria is handicapped by inadequate infrastructure such as classrooms, learning centres, workshops and laboratories. Equipment and instructional materials are pre-requisite in effective teaching and learning. Therefore, these materials should be provided.

Statement of the problem

Achieving sustainable functional secondary education curriculum in Nigeria has remained elusive. In most Nigerian secondary schools, teachers are in short supply and those available are mostly not qualified to teach their subject areas. Also poor academic preparations of the entrants to secondary schools have contributed to their weak foundations. Inadequate instructional and infrastructuralfacilities and poor funding of education are serious challenges of implementing sustainable functional secondary education curriculum in Nigeria.

Research Questions
The study was guided by the following research questions
1. What constitutes sustainable functional education?
2. What are the challenges of implementing sustainable functional secondary education curriculum?
3. How can sustainable functional secondary education curriculum be achieved in
4. Nigeria.

Theoretical Framework
Dewey's Instructional Theory
In the instructional process, the focal point for organizing the curriculum, according to this philosophical view point is the interest of the child rather than the traditional subject matter organization. Dewey would rather prefer the use of subject matter in relation to the needs and interest of the learner at a level when it can make contribution to the learner's experience in solving problems.

Hence, he emphasizes on learning by doing which emanated from his laboratory school for scientific inquiry and for writing theory and practice. According to his pragmatic tenets, genuine intellectual development depends on the application of ideas. His idea about knowledge is couched in its qualitative aspects and it is reconstructed. Dewey believes that learning is the area of the nature of a child. This implies that we need a deeper insight to the actual ways that children learn and a knowledge of both their needs and potentialities in order to make curriculum significant to the child. He stressed that the materials to be presented to the child should be within the range and scope of the child's life. Also the methods should be able to stimulate or motivate the child and should make the learning experience interesting.

The implication of this theory to this research work is that for sustainable functional secondary education that will meet the needs of the child to be achieved, education needs to properly funded, instructional and infrastructural facilities must be provided and quality teachers recruited in the secondary school system.

Empirical Studies
Okafor (2013) in a research work titled challenges of implementing functional primary education curriculum in Ogidi education zone of Anambra State. The study was survey research design and samples of fifty teachers from the zone were used for the study. The major instrument for data collection was the questionnaires and it was analyzed with mean. The findings of the study showed that inadequate number of trained primary school teachers, poor funding of education, lack of infrastructural and instructional materials, inadequate supervision of instruction and poor motivation of teacher are challenges military against the implementation of functional primary education in Ogidi zone.

Ezeokeke (2019) in his research work titled challenges of implementing functional primary education in Oji River Local Government Area of Enugu State. Populations of 200 teachers in the area were used for the study. Through purposive sampling technique 50 teachers were selected for the study.The questionnaire and oral interview were the instruments for data collection. Mean was used to analyze the data collection. The findings of the study showed that lack of infrastructures, instructional materials, lack of supervision of instruction and inadequate numbers of teachers who are poorly motivated are some of the challenges militating against the achievement of functional primary education in the area.

Method

A descriptive survey research design was adopted for the study the population of the study is made up of eight hundred and twenty teachers in secondary schools in Aguata education zone of Anambra state. Using purposive sampling technique, three hundred teachers were sampled for the study. The instrument for data collection is the questionnaire which has 20 items designed to elicit information on the challenges of implementing sustainable functional secondary education curriculum. The instrument was first validated by an expert in curriculum department at Nwafor Orizu college of Education Nsugbe and expert in measurement and evaluation at Nnamdi Azikiwe University, Awka.

The reliability of the research instrument was determined through a measure of internal constituency of the items. The cronbach Alpha was used to establish the internal consistency of 0.70. The measure is high for the instrument to be considered reliable. For data analysis, the research questions were analyzed using mean. Any mean of 2.5 and above is said to be high and effective and those below 2.5 are said to be low and ineffective.

Data Analysis and Results

The following are the results of the data analysis

Research Question 1: What constitutes sustainable functional secondary education curriculum?

Table 1: Mean rating scores of responses on what constitutes sustainable functional secondary education curriculum.

S/N	ITEMS	$\bar{X}$	REMARK
1	Education that equips students to live effectively in our modern age of science and technology.	3.1	Agree
2	Education that prepares student to be self-reliant.	3.3	Agree
3	Education that provides technical knowledge and vocational skills.	3.5	Agree
4	Education that prepares people to think for themselves, respect the views of others, respect the dignity of labour.	2.9	Agree
5	Education for self improvement both at school and in later life.	3.5	Agree

Source: Field survey, 2021

The result presented in table one shows that, items 1-5 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.1, 3.3, 3.5, 2.9 and 3.5 which are above the criterion of acceptance fixed at 2.5 and above. It means that what constitute sustainable functional secondary education curriculum includes; education that equips students to live effectively in our modern age of science and technology and vocational skills, education for self improvement and respect for others.

Research Question 2: What are the challenges of implementing sustainable functional secondary education curriculum?

Table 2: Mean rating scores of responses on the challenges of implementing sustainable functional secondary education curriculum.

S/N	ITEMS	$\bar{X}$	REMARK
6	Poor budgetary allocation to education.	3.5	Agree
7	Lack of well trained teachers.	3.1	Agree
8	Poor academic preparation of the entrants to secondary schools.	2.9	Agree
9	Lack of merit in the recruitment of secondary school teachers.	3.1	Agree
10	Emphasis on theoretical knowledge.	3.5	Agree
11	Insecurity of lives and property.	3.3	Agree
12	Inadequate infrastructures and instructional materials	3.1	Agree

Source: field survey, 2021

The result presented in table two shows that items 6-12 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.5, 3.1, 2.9, 3.1, 3.5, 3.3 and 3.1 which are above the criterion of acceptance fixed at 2.5 and above. It means that challenges of implementing sustainable functional secondary education curriculum include; poor budgetary allocation to education, lack of well trained teachers, poor academic preparation of the entrants to secondary schools, lack of merit in the recruitment of secondary school teachers, emphasis on theoretical knowledge among others.

Research Question 3: How can sustainable functional secondary education curriculum be achieved in Nigeria?

Table 3: Mean rating scoresof responses on how to achieve sustainable functional secondary education curriculum

S/N	ITEMS	$\bar{X}$	REMARK
13	There is need to integrate technology into our educational system.	3.3	Agree
14	Adequate funding of secondary education.	3.5	Agree
15	Training and re-training of teachers.	2.9	Agree
16	Teachers should be recruited based on oral and practical examination.	3.1	Agree
17	Motivation of teachers through enhanced salary structure.	3.5	Agree
18	Provision of adequate infrastructural and instructional material.	2.9	Agree
19	Monitoring and supervision of instruction.	3.3	Agree
20	Adequate security of lives and property.	3.5	Agree

Source: Field survey, 2021

The result presented in table three shows that items 13-18 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.3, 3.5, 2.9, 3.1, 3.5, 2.9, 3.3 and 3.5 which are above the criterion of acceptance fixed at 2.5 and above. It means that achieving sustainable functional secondary education curriculum involves; integrating technology in our educational system, adequate funding of education, recruitment of teachers based on oral and practical examination, provision of adequate infrastructure and instructional materials, adequate security of lives and property, monitoring and supervision of instruction.

Discussion of findings

The result of the analysis of research question one shows that education equips students to live effectively in our modern age of science and technology, prepares students to be self reliant, provides technical knowledge and vocational skills, prepares people to think for themselves and self improvement constitute sustainable functional secondary education curriculum. These findings are in line with national policy on Education (2013), which says that the objectives of secondary school education is to produce students whose education are functional in terms of equipping them with self-reliant skills, technical and vocational skills among others.

The result of the analysis of research question two shows that challenges of implementing sustainable functional secondary education curriculum include; poor budgetary allocation to education, lack of well trained teachers, poor academic preparation of entrants to secondary schools, lack of merit in the recruitment of secondary school teachers, emphasis on theoretical knowledge, insecurity of lives and property, inadequate infrastructures and instructional materials. These findings are in agreement with Ajanaku (2019), who observed that the annual budgetary allocation to education has continued to drop. The year 2020 budgetary allocation was mere 10 percent which is far below 26 percent UNESCO recommendation. Yaya (2001), observes that the problem facing the schools is that of having teachers of required quantity in appropriate quality. According to him, some of the teachers who teach in our secondary schools lack the pedagogical skills, the commitment and practical orientation required for effective teaching. Olayinka (2012) lamented that the quality of some students that are admitted into

secondary school leave much to be desired in terms of their educational background.

The result of the analysis of research question three shows that achieving sustainable functional education curriculum involves integrating technology into our educational system, adequate funding, recruitment of teachers based on oral and practical examination, provision of adequate infrastructural and instructional materials, security of lives and property, monitoring and supervision of instruction. These findings are in line with Amina (2001), who advocated for integration of technology into our educational system. According to her, technology has the dual benefit of expanding access and improving quality of education. Obunadike (2012), has called for adequate funding of education, according to her, funding is central to unhindered quality education. Ezeokeke (2018), recommended that recruitment of teachers should not be only on paper qualification but the prospective teachers should be tested in oral and practical examination.

Conclusion

The only way to implement sustainable functional secondary education curriculum is by overhauling secondary education in Nigeria by integrating technology in the classroom, adequate funding of education, employing teachers in quality and quantity, motivating teachers through enhanced salary structures, training and re-training them for effective service delivery.

Recommendations

Based on the issues highlighted above, the following recommendations are hereby made:
1. Secondary schools should be adequately funded.
2. Adequate infrastructural and instructional facilities should be provided in secondary schools.
3. There should be external and internal supervision of instruction.
4. Teachers should be subjected to oral and practical examination before they are recruited.
5. Teachers should be trained and re-trained through workshops and seminars.
6. Adequate security should be provided to secure lives and property in our secondary schools.

References

Ajanaku, C. (2019). Quality of education in Nigeria. Daily sun, Friday, May 10, 2019. P.5

Amina, A.A (2001). Material and human resources for the universal basic education (UBE). A publication of the association for promoting quality education (APQEN) vol. xi

Ezeokeke, V.A (2018). Education and law: teacher registration, recruitment of teachers, discipline and gratuity in Nwankwo (Ed) education and National development: issues and way forward. Ikwo: Ebonyi state college of Education publication.

FGN (2013). National policy on education. Abuja: NERDC press

Luneburg, F.C (2011). Theorizing about curriculum: Conceptions and definitions. International journal of scholarly Academic Intellectual 13 (1), 1-6.

Obunadike, J.C (2012). Effective staff management a sine-quanon for quality assurance in education. *Academic Journal of education 1 (1) p.190-191.*

Ofoefuna, M.O (2016). Teaching and cheating, the paradigm shift and the needed change by educational technology. the second inaugural lecture series. Nwafor Orizu College of Education, Nsugbe,.

Okafor, V.E. (2013). Nation building in Nigeria: Problems and prospects. Germany: Lap-Lambert Academic publishing.

Olayinka, C (2012). Servicom blames low quality graduates on corruption. *The guardian, Tuesday, February, 2012. P.15*

Onyeachu, J.A.E (2008). Curriculum implementation at the classroom level: challenges for the 21st century. Multi disciplinary journal of Research development 10 (1) 38-49

UNESCO (2013). International bureau of education: UNESCO

Yaya, B.N (2001). Enhancing the quality of secondary education for future benefits to Nigerian secondary school students. *Nigerian journal of education2 (1) P.45 -46.*

SOCIAL MEDIA AND PSYCHOLOGICAL ADJUSTMENT: A CASE STUDY OF COVID-19 PANDEMIC

DOROTHY MMA AFUNUGO Ph.D.
Department of Educational Psychology,
Nwafor Orizu College of Education Nsugbe
dorammafunugo@yahoo.com

Abstract

With the introduction of social media, the platform for social interaction and human experience has shifted. The interaction between social media and psychological adjustment is especially important in the face of challenging life circumstances such as the COVID-19 epidemic and economic hardship. The purpose of this study was to look into the difficulties of psychological adjustment in the age of social media. It covered topics such as the importance of social media in social support and psychological adjustment, psychological adjustment and social media following a traumatic event, negative and positive effects of social media and the links between media use and psychological adjustment.The study found that misinformation on social media, in particular, has a variety of psychological and social consequences for people during crises and disasters, including increased anxiety, despair and psychological stress. Stakeholders must encourage users to use acceptable social media sites for meaningful purposes to overcome the obstacles of psychological adjustment in relation to social media. Based on the findings, conclusions were reached.

Keywords: Psychological adjustment, social media, depression, social support, new normal, disinformation, misinformation, COVID-19

Introduction

The spread of inaccurate and misleading information via social media has a number of detrimental psychological and social effects for members of the society. The stress and shock caused by such erroneous information can have an unquantifiable impact on the public's social and psychological well-being and psychological adjustment. Psychological adjustment refers to people's ability to adapt to their surroundings, implying that they have the necessary processes to feel good, integrate, respond appropriately to environmental pressures and achieve their goals (Madariaga et al., 2014). The term "psychological adjustment" refers to a broad psychological concept that encompasses sadness, anxiety and stress. Personality, life changes, coping strategies and social support all have an impact. Depression is one of the most common health problems nowadays (World Health Organization, 2010).The interaction between social media and psychological adjustment is especially important in the face of challenging life circumstances such as the COVID-19 epidemic and economic hardship.

Digital communication technologies have the ability to assist people in receiving appropriate social support and serve as a resource for keeping in touch with family and friends. It is critical to better understand the possible functions of social media in social support and psychological adjustment, especially considering the growing importance of social media in today's society. Social media is a collection of programes that use the internet and web technologies to allow users to generate and share information.**Different fields and perspectives have researched and investigated social media, resulting in** various definitions of social media and their relevance to psychological adjustment. Hitwise and Experian (2010) described social media as "an online community of people who have common interests and activities, or who are interested in learning about other people's interests and activities." It is a type of interactive technology that allows people to create, share and exchange information, ideas, interests and other forms of expression through virtual communities and networks.It was also a term for new types of media that entailed interactive engagement. People can

share content on a scale never seen before thanks to social networks, leading in the formation of new connections or communities centred on a network of peers.

The production of information that exploits the capacities of vast numbers of users for the solution and prediction of issues or problems has been termed as mass-self communication and social media offers enormous potential for this. Trends are tracked, competitive information is gathered and users and stakeholders are listened to and engaged in conversations via social media. Users create service-specific profiles for the site or app that are designed and maintained by the social media organization and social media facilitate the creation of User-Generated Content (Obar & Wildman, 2015).

Social media has become a part of everyday life in today's culture, particularly among the younger population. People may get all kinds of information from all around the world in the palm of their hands, thanks to social media. Facebook, Twitter, Yahoo, Telegram, Imo, Skype, Messenger, WhatsApp, Viber, YouTube and other social media platforms have elevated the technology sector to new heights. The rapid advancement of technology, particularly new social media, has had a profound impact on every aspect of human civilization, including how individuals use time and space, as well as how they perceive media (Chen, 2012). People are now logging on to social media on their mobile devices anywhere, at any time, making it a regular daily activity. This can be proved by the fact that 99% or 4.43 billion social media users access networks using a mobile device. 78% or 2.97 billion users access networks exclusively on their mobile phone. 1.32% or 50 million exclusively access networks on a desktop. 20% or 760 million users use both desktop and mobile phones (Dean, 2021). In today's society, social media consumption is becoming a major concern, particularly in terms of its impact on people's psychological well-being. It is considered that incorrect use of social media has a negative impact on an individual's academic achievement. As a result, the current research looked into the difficulties of psychological adjustment in the age of social media.

Theoretical Framework

The current study was led by Bandura's (1963) Social Learning Theory; the application of social learning theory in this age of social media gives a chance to promote leaps in psychological adjustment, as social media encourages cognitive concepts of attention, memory and motivation. The idea that people monitor, imitate and model the conduct of others as they enhance their capacity to adjust to the new normal is a key takeaway from Social Learning Theory. It is not surprising, then, that technology eventually provided a platform for digitizing the intricacies of human experience. Facebook, Twitter, WhatsApp and a variety of other platforms have become synonymous with daily social interaction, while not being the first of their sort. As a result, theoretical frameworks such as social learning theory argue that using social media may have a detrimental impact on individuals because they may mimic the harmful conduct they are exposed to.

Between the behaviourist and cognitive approaches to learning theory, social learning theory serves as a bridge. With so much information coming to us all the time, simply paying attention to the social environment of learning is not enough. True learning necessitates the storage of external stimuli and bits of knowledge in an individual's memory, which can then be retrieved and applied to external life events. Social contact is a complex system of interconnected components, each of which serves a distinct purpose that may or may not affect long-term memory. Social media promotes individual prospects for memory development and psychological adjustment by giving reinforcing stimuli in the form of graphical representations, annotations via peer comments and the capacity to interact with material in a live situation.

Challenges of Psychological Adjustment

Adjustment issues, sometimes known as "situational depression" or "stress response

syndrome," are challenges that arise as a result of a change in situation or scenario. When symptoms appear within three months of a life event or change in circumstance, they are considered adjustment issues. Temporary stressors such as parental separation, bereavement, chronic health conditions and big life transitions are known to induce adjustment issues (Arslan & Coşkun, 2020). Anxiety, low mood, anger, temper outbursts, behavioural problems, reduced academic performance, unexpected social difficulties, increased stomach aches or headaches, difficulty concentrating, sleeping difficulties and avoidance of situations, tasks, or people are all symptoms of adjustment difficulties.

Adjustment challenges vary from person to person, but they always have one thing in common: they did not exist priour to the change in condition or circumstance. Early identification of needs aids children and teenagers in overcoming obstacles and lowering the negative impact of symptoms on their lives (Ermiş& Kantarcı, 2016). A combination of social, academic and family functioning assessments, observations, clinical interviews and a developmental background are used to identify adjustment issues. In measuring adjustment difficulties, a complete history, in addition to a present assessment, is significant because it offers information about the events that occurred before and after the traumatic event, such as the covid-19 epidemic.

The propagation of disinformation and falsehoods that are sometimes portrayed as truths by anxious populations looking for a sense of security is made possible by social media's unprecedented prevalence and power around the world. People try to settle their doubts and concerns through phone calls and social media to better grasp the situation in times of crisis and people try to resolve their doubts and fears through phone calls and social media to better understand the situation (Yıldırım& Solmaz, 2020). Furthermore, numerous people (particularly the elderly) who were forced to live alone during the lockdown grew increasingly reliant on social media to keep up with the growing number of diseases and deaths. This had a number of drawbacks (including increased stress, worry, tension, fear and compulsive obsessions), especially for people with mental illnesses who rely on psychotherapy and psychiatric medication.

In recent years, studies have found that the spread of false and misleading information via social media contributed to a variety of mental health issues, including social isolation, poor individual relationships, family problems, post-traumatic stress disorder, anxiety, panic disorder, depression and behavioural disorders (Seo, Houston, Knight, Kennedy & Inglish, 2014). During crises and disasters, misinformation on social media, in particular, has a variety of psychological and societal consequences, including heightened anxiety, depression and psychological stress.The effect of the Covid-19 crisis on mental health includes these negative psychological consequences.

Stress, anxiety, despair, trauma, panic, insomnia, death distress, wrath, psychosis, boredom and suicide are all symptoms of the Covid-19 epidemic, which is not only an epidemiological but also a health disaster (Ahorsu et al. 2020). The influence of the COVID-19 pandemic on psychological health and well-being has received a lot of attention (Holmes et al. 2020). COVID-19 is one of the most prominent sources of anxiety and people with high levels of coronavirus related anxiety have been found to have greater coronavirus fear, functional impairment, coronavirus worry, hopelessness and suicide ideation (Lee et al. 2020).

People who have a high level of psychological adjustment are more likely to be able to perform positively in their daily life (Yldrm and Solmaz, 2020). According to research, higher levels of positive psychological adjustment are linked to higher levels of life satisfaction and quality of life, as well as lower levels of depression, anxiety, stress and burnout (Yldrm & Solmaz 2020). People with higher coronavirus anxiety and stress may be at an increased risk for heightened psychological adjustment difficulties, given the extremely high COVID-19 infection rate and somewhat high death (Arslan et al. 2020).

Roles of Social Media in Social Support and Psychological Adjustment

Receiving relevant social support and collecting tools for adjusting to life circumstances can be facilitated by using social media. Young adults all around the world are increasingly using popular social media platforms like Facebook and Instagram to manage their social ties (Gray, et al., 2013). Individuals, in particular, are more likely than the general public to utilize the Internet and digital communication technology (Duggan, *et al.*, 2015). According to a research of individuals conducted by Wilson, et al. (2010), certain people have an addictive inclination toward social networking sites, as they rely on them more and more for social interaction. Furthermore, recent research studies on people's use of social media reveal that young adults' reliance on social media for social relationships has increased globally (Duggan, et al., 2015). According to these studies, people are more likely to utilize social media as their major modes of communication.

While some research suggests a link between social media use and psychological adjustment in individuals, the majority of studies show that the benefits of social media use outweigh the drawbacks (Gray, et al., 2013). The function of social media in providing technical support for individuals to easily stay connected with their friends as well as facilitate the formation of new social and professional connections is one of the potential advantages. Previous research by McGloin, Coletti, Hamlin and Denes (2022) revealed that digital communication channels such as instant messaging contributed to people's pleasant academic experiences by facilitating interactions with peers and linkages with other social networks, as well as providing significant psychological support.

Individuals may be able to acquire meaningful social assistance through these social media channels. People often seek help through prominent social media platforms or specific online support groups in this age of online social networking (Ellison, et al., 2013). Ellison, et al. (2013) discovered that users used Facebook to request low-cost support such as information seeking based on an analysis of 20,000 Facebook postings. They also discovered that Facebook users who used the site to maintain relationships were more likely to be honest, deliberate and positive than those who used it for other purposes. According to these research, social media has the ability to assist people receive social support and change socially, psychologically and academically.

Psychological Adjustment and Social Media after a Distressful Circumstance

People who have a high level of psychological adjustment are more likely to be able to operate positively in their daily lives. According to research, higher levels of positive psychological adjustment are linked to higher levels of life satisfaction and quality of life, as well as lower levels of depression, anxiety, stress and burnout. Psychological adjustment has been proven to influence persons' behaviours at all levels of their lives, causing various consequences in the way they might behave or react to reasons in their school, family and social environment (Mahmood and Iqbal, 2015). For example, social media provides a productive environment in which people can develop a sense of belonging. Social media is a valuable resource that promotes teenage mental health and well-being by providing opportunity to strengthen their sense of belonging. Individuals' social media experiences are also shaped by their sense of belonging and lack of belonging is linked to poorer psychological adjustment. There is some preliminary evidence that those with a stronger sense of belonging are more adaptable psychologically.

The majority of people are at the individual level, which is where they frequently face a variety of challenges and hurdles that impede their adjustment (Yau, Sun, & Cheng, 2012). Some of these difficulties could be linked to a variety of things, including family, friends, school, community, academic achievements and other common characteristics. Individuals can develop a sense of belonging in a productive setting such as social media. This shows that social media can help young people's mental health and well-being by providing opportunities to strengthen their sense of belonging. As a result, isolating students from social media may have a negative impact on their sense

of belonging at school, leading to psychological adjustment issues. Young people are more likely to use social media for a variety of reasons, including expressing their identity and connecting with others (Mahmood et al. 2018). Other elements that enable the youth population to use social networking sites include easy, affordable and convenient Internet access, as well as smartphone ownership (Poushter 2016). Because of the variety of assessment methodologies used and the lack of a common understanding of problematic social media use, estimating rates of social media usage is difficult (Bányai et al. 2017).

While some studies found a prevalence rate of 2.8 percent of university students using social media (Olowu and Seri 2012), others found a prevalence rate of 47 percent of young people using social media (Al Mamun and Griffiths, 2019). In times of health crisis, such as the current pandemic, social media usage can be quite high. People are drawn to social media by the ease with which they may get information and share it with others, as well as feelings of social cohesion and connectedness. Given that people tend to use social media excessively as a source of information, both positive and negative, It is reasonable to expect that high and low social media usage have varied effects on college belongingness, which can influence psychological adjustment.

For example, the COVID-19 pandemic has resulted in huge changes in our daily lives, changes that have often occurred quickly and suddenly. Life changes are frequently accompanied by a wide range of experiences and emotions. Some people may find themselves in survival mode, gathering information and resources needed to function at school, job, as individuals and in interpersonal relationships. Others might be trying to get used to their new habits. For some, this may imply attempting to overcome social isolation. It entails learning (or relearning) how to live (or relive) with friends, relatives, partners, or housemates, which is not always simple. Others may be dealing with the exhaustion, frustration, despair, anger, grief and anxiety that come with adjustments (among other things). Some people have found comfort in the new normal after going through the adjustment process.

Negative and Positive Effects of Social Media

Because the use of media is becoming more vital to people's everyday lives, It is critical to understand the potential influence of this quickly evolving setting on them. One major concern is that social media-based activities are sedentary and that spending too much time on them might have a negative impact on people's physical and mental health. Only a few studies have looked into the link between social media use and psychological adjustment in individuals. Furthermore, the outcomes of these investigations are fairly mixed. Some studies have found substantial links between internet use and individual psychological issues (loneliness, depression and anxiety) (Kraut et al. 1998), whereas others have not (Kraut et al. 1998; Gross 2004). The disparity in findings between these studies could be due to differences in methodology, samples and measures. Furthermore, other types of social media use (e.g., e-mailing, IMing, text messaging) and psychological adjustment have been comparatively investigated, with the exception of the Internet. There is clearly a need for greater research into the use of social media and psychological adjustment.

It is fascinating to note that the possible benefits of social media use on individuals have received even less attention. Nonetheless, research has indicated that using social media during adolescence might be beneficial. It is encouraging to see researchers starting to think about the positive benefits of social media use during adolescence. Although further research is needed, it is possible that social media use may operate as a protective factor for some people. That is, the use of social media may "prevent" some people who are at a higher risk of developing mental illnesses (Chen, 2012). However, It is possible that using social media prevents certain people from developing difficulties. Certain sorts of social media, for example, may provide some people with a psychological retreat from their difficulties. According to coping and motivational theories, such social media use may help individuals deal by disengaging from their difficulties, which may be psychologically adaptive.

However, numerous researches have looked into the link between social media use and mental health issues. Long-term social media use has been found to be positively associated with unfavourable mental health outcomes such as anxiety, depression and stress and negatively associated with well-being. In a study of Turkish people, Facebook addiction was found to be significantly linked to severe despair, anxiety and insomnia (Koc &Gulyagci, 2013). Another study by Pang (2020)revealed a link between social media use and feelings of belonging, online self-representation and social support. Furthermore, online self-presentation mediated the impact of social media use on feelings of belonging and social support. Similarly, individuals' ability to detect emotional facial expressions and social anxiety were found to be moderated by their use of social media (Ermiş and Kantarcı 2016). Given that people tend to use social media excessively as a source of information, both positive and negative, It is reasonable to expect that high and low social media usage have varied effects on college belongingness, which can influence psychological adjustment.

Individuals' time spent on online social media was positively connected with depression, according to Pantic (2012). Participants who spent more time online and used Facebook, WhatsApp Messenger, Telegram, Youtube and Viber had greater clinical symptoms of serious depression, as well. According to previous research, Davila et al. (2012) hypothesized a new type of depression known as "social media depression," which occurs when preteens and teens spend lengthy periods of time on social media sites and later acquire depression symptoms such as feeling very sad, hopeless or worried, .being easily irritated or frustrated, change is sleep pattern, having a difficult time concentrating, experiencing physical problems like headache, stomachache or sexual dysfunction. As a result, peer acceptance and contact are significant aspects of individual life and social networks are often employed for peer social conversation. As a result, references to dejection or despondent behaviours are widespread when using social media; for example, being unable to achieve social approval and incorrect judgments (bullying) by their peers on the site. Furthermore, social media has been linked to social anxiety and obsessive behaviour in various researches. Anxiety UK (2012) reported that 45 percent of British adults are concerned or uncomfortable when they are unable to access their email or social media sites. Social anxiety also has been linked to a preference for online versus face-to-face communication.

Many researches have been undertaken in regard to individual academic achievement and social media have shown both good and negative effects on individual academic performance. Academic achievement is positively correlated with the use of online social media. Similarly, social networking services like Google, YouTube, WhatsApp, Facebook and Imo are ideal for bringing teachers and students together. In the context of formal education, such a tool could allow them to share information. Other studies, on the other hand, have found that excessive use of online social media can become an addiction, particularly among individuals and can lead to scholastic troubles (Akhtar, 2013). The use of social media, particularly Facebook, for an extended period of time has been linked to low academic achievement. Individuals' academic performance is negatively associated with social media, which is far more significant than its benefits; and social media addicted users prefer to use the internet over their personal and professional responsibilities, which ultimately leads to poor academic performance because they devote less time to their studies than nonusers did, resulting in lower GPAs.

Rice et al. (2012) also discovered that the number of negative connections on person-to-person communication sites increased with the number of noticeable bothersome indicators and side effects. According to Baker and Algorta (2016), people use online social networking sites (SNSs) like Facebook, Twitter and MySpace to share information and collaborate with others. With an extension of the new inquiry into aspects associated to both positive and bad consequences of emotional well-being, such as sadness, there has been growing enthusiasm for the possible effect on the prosperity of online informal connection. Rosen, Whaling, Rab, Carrier and Cheever (2013) looked into the impact of media use and technology-related attitudes on six different personality disorders. They discovered that using social media and having a positive attitude toward technology both predict clinical symptoms.

They also came to the conclusion that using social media and multitasking has both beneficial and bad effects on users. Another study found that increased Facebook usage predicted increased isolation Lou et al (2012). They discovered that people who used the internet for non-communication purposes (surfing) were more depressed than people who used the internet for communication purposes.

Young people are more likely to use social media for a variety of reasons, including expressing their identity and connecting with others (Mahmood et al. 2018). Other elements that enable the youth population to use social networking sites include easy, affordable and convenient Internet access, as well as smart phone ownership. Because of the variety of assessment methodologies used and the lack of a common understanding of problematic social media use, estimating rates of social media usage is difficult. While some research indicated a prevalence rate of 2.8% of social media use among university individuals (Olowu and Seri 2012), others presented a prevalence rate of 47% social media use among young people (Al-Mamun & Griffiths, 2019).

The Relationships Between media use and Psychological Adjustment

The term "psychological adjustment" refers to a broad psychological concept that encompasses sadness, anxiety and stress. Depression is one of the most common health problems nowadays (World Health Organization, 2010). These findings highlight how public perceptions of social media are frequently contradictory. Researchers are concerned about the negative consequences of Facebook misuse or abuse, as well as the resulting mental, social and physical problems (Andreassen, et al. 2012).For instance, a recent poll conducted by Smith & Anderson (2018), 12% of social media users claims that it would be difficult to give up social media, while 29% think it would not be tough to leave social media at all. Earlier, Forest and Wood (2012) found that individuals with low self-esteem considered Facebook an appealing venue where they can post and disclose themselves. On the other hand, Malik & Khan (2015) examined a hindering connection between confidence and extreme utilization of social media sites.

Individual social psychological qualities can influence how they utilize social media, how they perceive social support and how they adjust psychologically. Previous research has found that people's social psychological qualities have an impact on how much time they spend on social media and why or how they use it (Seo, *et al.*, 2014). Social self-efficacy and collective self-esteem are two variables that have been identified to impact people's use of social media. The notion that one is capable of forming new friendships is referred to as social self-efficacy (Zullig, et al., 2011). According to previous study, those with stronger self-efficacy are more likely to utilize social networking sites and attend social meetings (Seo, *et al.*, 2014).

Positive psychological adjustment was linked to self-efficacy and perceived social support from friends and significant others (Yusoff, 2012). Individual differences are important when it comes to psychological adjustment. Adapting to new conditions is generally simpler for people with certain personality types than for others. Extroversion (Eun-Ju, Lu, & Jeongwoo, 2011), openness to experience (Eun-Ju et al., 2011) and neuroticism (Eun-Ju et al., 2011) were all found to be significant predictors of psychological adjustment. Higher self-esteem, positive problem-solving skills and reduced maladaptive perfectionism were all significant predictors of improved acculturative adjustment, according to Wang et al. (2012). According to a previous study, older people who have a higher level of group identification and collective self-esteem are more likely to use online social networking sites to stay in touch with their close peer groups. Old people with low collective self-esteem, on the other hand, frequently seek virtual companionship or social compensation. Furthermore, collective self-esteem is linked to self-identity (Murray and Kennedy-Lightsey, 2013).

Conclusion

Social media technology has radically altered how we communicate with one another in our

society. Social media provides a platform for boosting learning in a social context by enhancing cognitive functions such as attention, memory and motivation. Because social media is such a new technology, little research has been done to determine the long-term effects, good or bad, of its use. Multiple studies, however, have identified a substantial correlation between excessive social media use and an increased risk of melancholy, anxiety, loneliness, self-harm and even suicide ideation.

Individuals that spend a lot of time on social media may be masking other issues such as stress, sadness, or boredom. When people spend more time on social media when they are sad, lonely, or bored, they may be utilizing it to divert themselves from negative emotions or self-soothe their moods. This can lead to them neglecting face-to-face connections, diverting their attention away from job or school, or making them feel envious, angry or unhappy. Similarly, if individuals use social media only because they are bored or lonely, or because they want to make others jealous or irritated, it may be time to reconsider their social media habits.

Families, teachers and other concerned bodies must encourage and instruct individuals to use suitable social media sites for meaningful purposes to overcome the obstacles of psychological adjustment in relation to social media. The government must devise a method to raise public knowledge on how to mitigate the detrimental effects of social media. To reduce the harmful effects of social media, psychologists should raise awareness and provide time management and life skill training to individuals.

References

Ahorsu, D. K., Lin, C. Y., Imani, V., Saffari, M., Griffiths, M. D., & Pakpour, A. H. (2020). The fear of COVID-19 scale: Development and initial validation. *International Journal of Mental Health and Addiction.* https://doi.org/10.1007/s11469-020-00270-8.

Akhtar, N. (2013). Relationship between internet addiction and academic performance among university undergraduates. *Educational Research and Reviews, 8*(19), 1793-1796.

Al Mamun, M. A., & Griffiths, M. D. (2019). The association between Facebook addiction and depression: A pilot survey study among Bangladeshi individuals. *Psychiatry Research, 271*, 628–633.

Anderson, D. M., Keith, J., & Novak, P. D. (Eds.). (2012). *Mosby's medical dictionary* (6th ed.). St. Louis, MO: Mosby, A Harcourt Health Science Company.

Anxiety, U.K, (2012). The Children of Alcoholics Screening Test: Relationship to sex, family environment and social adjustment in adolescents. *Journal of Clinical Psychology.* 1989; 45:335–339.

Arslan, G., & Coşkun, M. (2020). Student subjective wellbeing, school functioning and psychological adjustment in high school adolescents: A latent variable analysis. *Journal of Positive School Psychology, 4*(2), 153–164.

Baker R. & Algorta, B. (2016). *Student adaptation to college questionnaire: Manual*. Los Angeles, Calif.: Western Psychological Services.

Bandura, A.(1963). *Social learning and personality development*. New York: Holt, Rinehart and Winston

Bányai, F., Zsila, Á., Király, O., Maraz, A., Elekes, Z., Griffiths, M. D. andreassen, C. S., & Demetrovics, Z. (2017). Problematic social media use: Results from a large-scale nationally representative adolescent sample. *PLoS One, 12*, e0169839.

Chambers, S. K., Ng, S. K., Baade, P., Aitken, J. F., Hyde, M. K., Wittert, G., Frydenberg, M., & Dunn, J. (2017). Trajectories of quality of life, life satisfaction and psychological adjustment after prostate cancer. *Psycho-Oncology, 26*(10), 1576–1585.

Chen, G. M. (2012). The impact of new media on intercultural communication in global context. *China Media Research*, 8, 1-9

Davila, J., Heisenberg, R., Feinstein, B. A., Gorman, K., Bhatia, V., & Starr, L. R. (2012). Frequency and quality of social networking among young adults: Associations with depressive symptoms, rumination and co-rumination. *Psychology of Popular Media Culture, 1*(2), 72–86

Duggan M., Ellison, N. Lampe, C. Lenhart, A. & Madden, M. (2015). "Social media update 2014," *Pew Research Center* (9 January),

Ellison N., Gray, R. Vitak, J. Lampe, C. & Fioure, A. (2013). "Calling all Facebook friends: Exploring requests for help on Facebook," *Proceedings of the Seventh International AAAI Conference on Weblogs and Social Media*, pp. 155–164

Ellison N. & Boyd, D. (2013). "Sociality through social network sites," In: W. Dutton (editor). *Oxford handbook of Internet studies*. Oxford: Oxford University Press, pp. 151–172.

Ermiş, E. N., & Kantarcı, S. (2016). Investigation effect of moderator role of using social media and social communication between skills of recognition and distinguish emotional facial expressions and social anxiety in relationship. *International Journal of Social Sciences and Education Research, 2*(2), 583–591.

Eun-Ju, U.E., Lu, I.O. & Jeongwoo, S.A (2011). Mattering as a vital support for people during the COVID-19 pandemic: The benefits of feeling and knowing that someone cares during times of crisis. *Journal of Concurrent Disorders, 2*(1), 106–123.

Forest, R.M. & Wood, C.E. (2012). Changing organism-context relations as the basic process of development: A developmental contextual perspective. *Developmental Psychology.* 1991;27:27–32. doi:10.1037/0012-1649.27.1.27.

Gray, R., Vitak, J. Easton, E.& Ellison, N. (2013). "Examining social adjustment to college in the age of social media: Factors influencing successful transitions and persistence," *Computers & Education*, volume 67, pp. 193–207.

Gross E. F. (2004). Adolescent Internet use: What we expect, what teens report. *Applied Developmental Psychology.*25:633–649. doi:10.1016/j.appdev.2004.09.005.

Hitwise, D.P. & Experian, F.B. (2010). Intimacy motivation and subjective mental health in a nationwide sample. *Journal of Personality, 55*(3), 395–413.

Holmes, E. A., O'Connor, R. C., Perry, V. H., Tracey, I., Wessely, S., & Arseneault, L. (2020). Multidisciplinary research priourities for the COVID-19 pandemic: A call for action for mental health science. *Lancet Psychiatry, 7*, 547–560.

Koc, M., & Gulyagci, S. (2013). Facebook addiction among Turkish college individuals: The role of psychological health, demographic and usage characteristics. *Cyber psychology, Behaviour and Social Networking, 16*, 279–284.

Lee, S. A., Mathis, A. A., Jobe, M. C., & Pappalardo, E. A. (2020). Clinically significant fear and anxiety of COVID-19: A psychometric examination of the Corona virus Anxiety Scale. *Psychiatry Research, 113112*.

Luo, Q. Y., Lv, R. Y., & Zhu, F. Y. (2012). The anxiety and psychological adjustment of female assistant nurses under modern medical situation. *China Practical Medicine, 2012*(28), 204.

Madariaga, J. M., Arribillaga, A., & Zulaika, L. M. (2014). Components and relationships of a structural model of psychosocial adjustment in adolescence [Componentesy relaciones de un modelo estructural del ajuste psicosocial en la adolescencia]. *Int. J. Dev. Educ. Psychol.* 6, 303–310.

Mahmood, K. & Iqbal, M. (2015). Psychological Adjustment and Academic Achievement among Adolescents, *Journal of Education and Practice, 6*(1), 39-42.

Mahmood, Q. K., Zakar, R., & Zakar, M. Z. (2018). Role of Facebook use in predicting bridging and bonding social capital of Pakistani university students. *Journal of Human Behaviour in the Social Environment, 28*(7), 856–873.

Malik, S. J. & Khan, S. J. (2015). A descriptive epidemiology of screen-based media use in youth: A review and critique. *Journal of Adolescence.* 2006;29:333–349. doi:10.1016/j.adolescence.2005.08.016.

Murray, G.I. & Kennedy-Lightsey, C. (2013). "Should I stay or go? Student identity gaps, feelings and intent to leave," *Communication Research Reports*, volume 30, number 2, pp. 96–105.

Obar, J. A. & Wildman, S. (2015). "Social media definition and the governance challenge: An introduction to the special issue". *Telecommunications Policy*. 39 (9): 745–750.

Olowu, A. O., & Seri, F. O. (2012). A study of social network addiction among youths in Nigeria. *Journal of Social Science and Policy Review, 4*(1), 63–71

Pantic, I. (2012). Association between online social networking and depression in high school individuals: Behavioural physiology viewpoint. *Psychiatria Danubina,* 24(1), 90–93.

Poushter, J. (2016). Smartphone ownership and Internet usage continues to climb in emerging economies. *Pew Research Center, 22*(*1*), 1–44.

Rice, H.E, & Mupier R. (2012). The impact of parental alcoholism on self-esteem and depression among African-American adolescents. *Journal of Child & Adolescent Substance Abuse.* 1999; 8:55-71.

Rosen, J. A., Whaling, H. M., Rab, J. D., Carrier, N. H. & Cheever, E. E. (2013). Coronavirus stress, meaningful living, optimism and depressive symptoms: A study of moderated mediation model. *Australian Journal of Psychology* (in press).

Seo H., Houston, J. Knight, L. Kennedy, E. & Inglish, A. (2014). "Teens' social media use and collective action," *New Media & Society*, volume 16, number 6, pp. 883–902.

Smith, C., & Anderson, P. (2018). Souls in transition: The religious and spiritual lives of emerging adults. New York, NY: *Oxford University Press.*

Dean B. (2021).Social Network Usage & Growth Statistics: How Many People Use Social Media in 2022?. Retrieved 03/10/2022 from https://backlinko.com/social-media-users

Wang, C., Pan, R., Wan, X., Tan, Y., Xu, L., Ho, C. S., & Ho, R. C. (2012). Immediate psychological responses and associated factors during the initial stage of the 2019 corona-virus disease (COVID-19) epidemic among the general population in China. *International Journal of Environmental Research and Public Health, 17*(5), 1729.

Wilson K., Fornasier, S. & White, K. (2010). "Psychological predictors of young adults' use of social networking sites," *Cyber psychology, Behaviour and Social Networking*, volume 13, number 2, pp. 173–177.

Yau, H. K., Sun, H. & Cheng, A. L. (2012). Adjusting to university: Hong Kong experience, *Journal of Higher Education Policy and Management, 34*(1), 15-27,

Yıldırım, M. & Solmaz, F. (2020). Testing a Turkish adaption of the Brief Psychological Adjustment Scale and assessing the relation to mental health. *Psikoloji Çalışmaları*, https://doi.org/10.13140/RG.2.2.18574.59205.

Yusoff, K. L. (2012). The emerging meanings of religiousness and spirituality: Problems and prospects. *Journal of Personality*, 67, 889–919. doi:10.1111/1467-6494. 00077

Zullig K., Teoli, D. & Valois, R. (2011). "Evaluating a brief measure of social self-efficacy among U.S. adolescents," *Psychological Reports*, volume 109, number 3, pp. 907–920.

TEACHERS PERCEPTION ON THE USE OF INFORMATION COMMUNICATION TECHNOLOGY FOR TEACHING AND LEARNING ECONOMICS IN SECONDARY SCHOOLS IN OWERRI EDUCATION ZONE I

OBIUKWU KINGSLEY Ph.D
Department of Educational Foundation and Administration
Alvan Ikoku Federal College of Education Owerri

&

DR SANDRALYN IFEOMA OBIUKWU
Department of Economics
Alvan Ikoku Federal College of Education Owerri

ABSTRACT
This study examined teacher's perception on the use of computer in teaching and learning Economics in Secondary schools in Owerri Education zone one. The study adopted the descriptive survey design. Four research questions and two hypotheses guided the study. A total population of teachers in Owerri Education zone 1 was 2,165 but 31 teachers were used as the sample for the research work. The primary instrument for data collection was the 19- item questionnaire. Data were analyzed using mean statistics to answer the research questions and one- way ANOVA to test the hypotheses. The findings of the study were as follows: computer is used for teaching and learning economics and for demonstration at a moderate extent. It is used for recording test and exams, drill and practice and for getting information from internet at a greater extent, teachers like using computer in teaching and learning economics and they believe that the use of computer for teaching economics enhances learning and that computers should be used for teaching and learning economic is to help expose the learners' knowledge beyond the classroom; some factors like lack of computer facilities, lack of computers laboratory, irregular electricity, lack of funds to purchase computers, lack of skilled personnel to teach computer in schools militate against the perception of teachers to use of computer in teaching economics schools; the use of computers in schools can be improved by pre-service teachers preparation programmes being designed to include teachers education on computer; pre and in – service teachers should be assisted on how to use computer for teaching purposes; workshops and demonstration of technology across the curriculum should be provided and teachers guiding or directing students on how to use computer to access information. There was a significant different between the perception of urban and rural teachers on the use of computers in teaching and learning economics in secondary schools. Based on the findings, the following recommendations were given effective utilization of computer in teaching and learning economics in secondary schools: Pre and In service teachers should be taught on how to use the internet for teaching purposes because a mastering of that will make teaching and learning easier, interesting and meaningful and will also increase learner independence and corporation among others.
Keywords: information communication technology, economics, and teaching and learning

Introduction
Advances in technology have caused vital changes in many domains of the society, teaching and learning inclusive. As such technology has also influenced the way education at all levels was done. As an innovative tool, computer has played a central role in improving teaching and learning in the light of educational reforms around the globe. Integrating technology into education enhances teaching and learning activities in ways that can support student - centered teaching with more active student

involvement in the learning process. Teachers have always been the central agents in the utilization of any reform - based innovation and they are the main agent for the implementation of curriculum. A school with an adequate technological base may not succeed to provide technology supported education if teachers are not willing to do so and do not carry a positive attitude towards 'using technology in their teaching. In a traditional classroom, teaching is the process of impacting knowledge, skills, ideas, and information on a learner. The teacher is seen as a reservoir of knowledge, an information or data bank that has an answer to all questions in the fields of knowledge. The role of the learner in this traditional classroom is that of a passive receiver of the information emanating from the teacher. He sits, listens and answers questions that the teacher directed to him and takes note. This traditional method that is teacher - centered learning created gap between the teacher and the learner and it does not allow for sharing of feelings and experiences which is what communication is all about. It does not take into consideration the basic needs and experiences of learners in such communication encounter. This traditional role of a teacher is fast changing because of explosion of knowledge and population, the changing nature of the learner and the emergence of new resources for the teaching and learning process (Dike, 1999). There is emergence of new resources such as projectors, television, computer etc for teaching and learning. Teachers in different schools in the developed countries of the world are trying out new concepts such as team teaching, automated learning and computer -assisted instruction.

Economics is a social science that focuse on production, distribution and consumption of goods and services that are produced in a country. It studies human behavior as a relationship between ends and scare means which human name alternative uses. Economic is divided into microeconomics and Macroeconomics. Microeconomics studies the economic behavour of individuals, households, firms, markets and industries while macroeconomics studies aggregate economic variables like unemployment, income, inflation economic growth and policies.

Economics as a social science subject requires all forms of innovative means and techniques for all its teaching and learning in order to effectively utilize its functionality in the endeavor of human learning and behavior modification.

However, teachers over the years, have been teaching Economics with the aid of some teaching materials like charts, recommended texts, meter rule, set – square and live materials which could be improvised by the teacher to teach effectively. However, recently, new and improved teaching materials had continued to emerge among which is information and communication technology. Instructional material plays a major role in facilitating learning and their importance in teaching and learning had been evident. The importance of use of instructional materials cannot be *overemphasized.* Madueke (2011), pointed out that use of improvised materials in the art of teaching not only engage both the students' auditory and sensory organs in the art of teaching, but they also help students to remember effectively contents learnt. *Today,* the use of information and communication technology gadgets to teach contents in Economics has even proved to be a better teaching material. This claim is supported by UNESCO information and communication technology competency framework for teachers (ICT CFT, 2011) which highlighted gains in using ICT to teach students. Some of the gains include; the fact that use of ICT gadgets to teach students makes the content taught more interesting to the students and sustains their attention as new technological device is used to learn and this makes contents taught to appear interesting and fun.

Following the presentation of the draft of the National Policy on Computer Education in September 1988, the National Council on Education (N.C.E) gave approval for the introduction of computer education programme in selected secondary schools from where it would extend to every University in the country depending on its success. Many scholars have defined computer differently based on their perspectives. Percival and Ellington-in Akude (2010) defined computer as a device which is able to

accept information, apply some processing procedure to it, and supply the resulting new information in a form suitable to the user. Oparah and Peters (2010:) defined it, as " an electronic device that has the capability to accept data, store data, process the data and then output results by means of a set of instructions called programs".

Teachers stand in front of the class as a reservoir of knowledge. That is to say that the teacher knows it all and gives out information or impact knowledge / skill to the learner. The teacher imparts knowledge by dictating his notes to the learner and also making use of the chalkboard. The real teacher / learner interaction-, which is necessary for pronounced learning to take place even a higher level is not there. It does not allow the sharing of feelings and experiences of the learner. Also it is difficult to adapt to individual difference among students. So learner's individual differences are neglected. Equally, it is unsound for learners because the child is not matured enough to understand the teachers vocabulary used in this method. The teacher tends to dominate the lesson while the learner listens passively. All these problems necessitate the introduction of new resources such as projectors, computer etc which is used for individualized as well as mass instruction.

The introduction of computer has played a lot of roles in teaching and learning. It helps the teacher as a facilitator of learning. ICT is "the bedrock of globalization in socio-economic, political and educational development of the world. It is the communication equipment through which people seek and access information. A lot of information can be retrieved by using 1CT. Teachers being the implementers of school curriculum can by their attitude to the use of these new resources support their use or otherwise in schools. Perception is the term used when we consider how we can apprehend the objects and events occurring with environments. (Westen, 1996). What happens in or around us that we see, hear or feel make us to perceive. It is only when we interact with events within our environment that we become able to organize or reorganize our precepts. In actual sense, perception is a cognitive process by which sensory experience of the individual is organized and given some meaning, significance or interpretation to the events of the environment. We perceive through our eyes, ears, olfactory structures and skin. Perception of things or events in undertaken by the interneuron and it takes place in the brain. Perception involves the interpretation of the stimulus event. Through the phenomenon, we come to know that something is good, bad and so on. By it we know the extent of the event in our world. Perception is important and indispensable in learning. We cannot learn if we do not sense or perceive the situations of the environment. This study therefore investigated the perception of teachers on the use of computer for teaching and learning Economics in secondary schools in Owerri Education Zone 1.

Internet usage level in Nigeria in 2012 was less than 16% and it averaged 45% in 2018 (NCC, 2018). The introduction of ICT in the activities of various sectors of the economy is meant to ease production process and enhance efficiency. The cashless policy of the Central Bank of Nigeria (CBN) has seen many Nigerians utilizing digital- payment methods for their transactions and this witnessed a steady growth of electronic payments to about N8.165 billion in 2018 (CBN, 2018). Despite this development, the Nigerian economy plunged into economic recession in 2016 amidst calls for full digitalization of payment systems in every sector. It remains a subject of research, to the extent to which ICT development have affected the economy in recent times.

The dwindling government expenditure on the ICT sector is worrisome. The amount government expended on ICT dropped by more than 50% in 2011 up till 2018 (CBN, 2018). Nigeria has not fully embraced ICT facilities in its production process. Therefore, can we conclude that this is the reason why the economy has been on a slow growth? This remains our focus in this study.

1.3 Purpose of the Study

The purpose of this study is to ascertain teachers perception on the use of computer in teaching and learning Economics in secondary school in Owerri Education zone 1.

Specifically, this study sought to:

1. Determine the extent of computer utilization in teaching and learning of economics in

secondary school.

2.   Find out the perception of teachers in the use of computers in teaching and learning of economics in schools.

3.   Determine factors that affect the perception of teachers' use of computers in teaching and learning of economics in schools.

4.   Find out ways of improving the use of computers for teaching and learning economics in Secondary schools

Research Questions

The following research questions are formulated as a guide to the study.

1. To what extent is computer utilized in teaching and learning of economics in secondary schools?

2. What is the perception of teachers in the use of computers in teaching and learning of economics in secondary schools?

3. What are the factors that affect the perception of the teachers in the use of computers in schools in teaching and learning of economics in schools be improved?

Hypotheses

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

i.   The perception of urban and rural located school teachers on the use of computers in teaching and learning of economics does not differ significantly.

ii.   The perception of male and female teachers on the use of computers in teaching and learning of economics does not differ significantly.

Information Communication Technology Facilities used in the Teaching and Learning of Economics

The ICT facilities which can be used in the teaching and learning of economics are of two components:

1)   Hardware components

2)   Software components

The hardware components comprise of all the necessary physical (tangible) materials or equipments used as an information and communication technology component like monitor, projector, microphone, central processing unit or a computer (CPU), keyboard, mouse, camera machine etc. According to Eya (2009), the hardware components of ICT which could be used to facilitate learning can be broadly divided into three categories;

(A)   -The projected media materials (equipment)

(B)   -The non - projected media materials

(C)   -Audio materials (equipment).

The projected media are those equipments through which images of all sorts are displayed by the means of light and electrical waves made visible on screens or monitors. Examples include personal computer system, lap tops, televisions, projectors, phones etc. These media materials can be used during teaching learning situation to project and display both life and animated images of various concepts and topics in economics showing step by step written analogies of teachings and research discoveries in economics available to the teacher.

The non-projected media are those equipment that can be used to produce illustrative or graphic materials like flat pictures, charts,

maps, graphs, Journals, Cameras, digital and analogue scanning machines, printing machines and so on. Pictures of various stages of economic development and industrialization can be used by the teacher during the teaching and learning processes by the use of these non-projected media of ICT.

The audio equipment are'those ICT equipments that are used in transmitting and recording of audio (sound) contents e.g. Radios speakers, amplified public address systems, CDs, diskettes, micro phone recorder etc. They are used extensively especially in teaching large classes.

The software dimension on the other hand. Refers to the virtual or in most case the immaterial part of the ICT component which works in an integrative way with the hardware to collect, Analyze, Process and transmit the output for users' consumption. It comprises of the electronically or otherwise integrated artificial intelligence into the hardware which controls their activities in producing the desired media effect from them. They can be in form of program installed into computer system. Film strips in projector, Films in cameras; without them, the hardware will be useless in teaching and communicating economics instructional materials to the teacher and the learner. They also include the power point spreadsheets, database, coral draw, etc. These software packages are of great relevance to teaching; for instance, the introduction of Statistical Packages for Social Sciences (SPSS) have made the hitherto cumbersome task of estimating the reliability coefficient of research instruments, and running factor analysis for instruments containing items measuring constructs. These software and many others are used both at the local and international level to input, analyze and process economics theories and principles for the purpose of interactive teaching of the subject in a quite engaging atmosphere.

Other ways through which ICT can be used to improve teaching and learning of economics in our secondary schools include the use of print and the non-print media and through the electronic and non-electronic media in processing, analyzing, storing, retrieval and transferring of economics information and studies from the teacher to the learner. DVDs, diskettes, scanning machines, printers, phone and satellites etc can also be used as instructional materials in aiding the teacher electronically demonstrate content he or she is teaching.

Through the use of ICT facilities as instructional materials for teaching economics, learners are developed beyond the boundaries of the four - walls of the classroom to be global challengers and competitors. Distance learning and teaching have therefore developed more than ever before. The psychological and philosophical base of learning and teaching have been explored, expanded and emphasized so also are the media sharp instruments have been used to evaluate the objectified instruction.

Furthermore, the knowledge and the skill of the teacher as the main implementer of the economics curriculum can be improved upon by this major role of information and communication technology in the teaching methodology of the subject using ICT facilities. The illiterate of the century will no longer be those who cannot read and write but those that do not adapt themselves to the current trend of the ICT in their applications in so many areas of life argued Alvin T. (2009). The other non-ICT methodologies of teaching economics are fast fading out both in relevance and effectiveness which points out the indispensability of ICT facilities and strategies in teaching economics in consonance with the digital information age which is the main feature of the 21st century.

Fundamentally, the applicability of the ICT facilities in Education as a means of communicating the instructional content to the learner is as a result of its universal permeability in every facet of the present human endeavors especially in the areas of military intelligence warfare and dominations among world powers. According to Adeyemi & Olaleye (2010), the use of ICT facilities can accelerate the teaching of economics, expand teaching opportunities and make education more accessible.

The major role of information and communication technology could be seen as advancing knowledge and skills. Okwudishu (2005), discovered that the unavailability of some ICT equipments in schools, Lack of adequate skills and access were reported as factors inhibiting the use of internet by secondary school teachers (Kaku, 2005). Adoni (2010), revealed that the new partnership for Africa's Development (NEPAD) has scored the level of African continent student's experience with ICTs and their proficiency in using them very low; fifty five percent of students within the continent including Nigeria,

Algeria, Burkina Faso, Cameroon, Republic of Congo, Egypt, Gabon, Lesotho, Mali, Mauritius, Mozambique, Rwanda, Senegal, South Africa and Uganda (who were participants in the first phase of the NEPAD e-school initiative) reported that they had no experience at all in using computer.

Other findings included that the typical African School Environment provides neither opportunity nor

training in using ICTs and seventy five percent of respondents-teachers have no experience or very limited experience and expertise regarding ICT educational applications.

Roles of ICT in the Teaching of Economics

The roles of information and communication technology in the teaching of economics can be divided into electronic and non-electronic dimension. The electronic means involves equipment that makes use of the passage and conduction of electric current to operate while the non-electronic ICT does not require the passage of electric current to operate like the cameras and some print media facilities like type-writer and even handsets. ICT is an instructional material in education and has number of roles it plays in the teaching of Economics. The roles played by information and communication technology can be organized into three major categories

a. The role of ICT in storing and retrieving information. This role entails the use of ICT in storing information taught in the classroom over a long period of time, to be retrieved when needed. ICT materials which may be used to perform this role of ICT in teaching of economics include; the tape recorder, video tapes, CDs and DVDs, diskettes, flash drives, film strips and papers (print media).

b. The role of ICT in manipulating and analyzing data in the course of teaching and learning of economics. This role of ICT entails the use of ICT facilities like the monitors, projectors, and some software packages like Microsoft excel in displaying, enlarging, projecting, processing and organizing data and information while teaching is going on. According to Ofoefuna & Eya, (2009), this property enables us to have vicarious experiences. Media can give us near concrete experiences in some situation where we could have been left with only abstract experiences.

c. The third role played by ICT in teaching and learning of Economics is the distributive role in which ICT facilities can help the teacher to reach out to many learners in different locations at same time. ICT equipment which can be used to perform this task are facilities like the Cable television networks, radio, news papers, magazines and the internet etc. These ICT facilities can be used to form teaching pedagogies and the teacher needs to be competent in using them.

Abonyi (2011) conducted a study on ICT in teaching and learning of English Language in secondary schools in Nsukka Local Government Area. Their study was aligned to find out the problems faced by teachers and students in the use of ICT in teaching and learning of the subject which encourage its subject.

Findings of the study include poor knowledge of how to operate computer system by teachers and lack of assessment instrument. They courage use of ICT strategies among which has being an effective and facilitative tool in teacher- student class room interactions.

Adeyemi & Olaleye (2010), conducted a study on ICT for effective management of secondary schools for sustainable development by In Ekiti State precipitated the unavailability of ICT equipments and facilities in secondary school and their use for effective teaching and learning situations are lacking. More so the intermittent disruption of power (electricity) and monitory funding are inclusive factors hampering the use of ICT in school management and learning. These mentioned factors are not exempted in the problems facing the use of ICT strategies in secondary schools.

Methodology

This study adopted descriptive survey research design. The population of the study consists of all the teachers in Owerri Education Zone I. This population was 2,165 (ZSEMB, 2013). The random sampling technique was adopted in selecting the sample size. From each of the five local government areas, the researcher selected two schools by balloting thus out of sixty-five (65) schools ten were used. This technique was used to ensure that every member of the entire population had a fair chance of being selected. Selected teachers in ten selected secondary schools in Owerri Education Zone 1 were used, their total was 531. A 19-item questionnaire was used for data collection. This instrument was validated by the researcher's supervisor and two other expects in Measurement and Evaluation. They vetted the content of the questionnaire to ensure that they were relevant to the research question. In order to establish the reliability of the instrument, test re-test method was used. Twenty copies of the structured

questionnaire were administered to 20 teachers in a secondary schools outside the population of study. The instrument was re-administered on the same respondent after two weeks and the instruments collected were analyzed using Pearson Product Moment Correlation statistics to establish the reliability. The result yielded a high reliability coefficient of 0.85, which shows that the items of the instrument were consistent in measuring the intended variables. Results

Research Question 1: What is the perception of teachers on the use of computers in teaching and learning in secondary schools?

Table 1 - Responses on the perception of teachers on the use of computers in teaching and learning.

S/N	ITEMS	Mean	Decision
6	You like using computer in teaching and learning	3.0	Agree
7	Teachers see computer as a tool that arouses interest of students when in use in the classroom.	2.8	Agree
8	Teachers believe that computer encourages participation of learners in the learning process	2.1	Disagree
9	Teachers believe that computer help to expose the learners to knowledge beyond the classroom	2.1	Disagree
10	Teachers are happy embracing computers for classroom instruction	3.4	Agree
	Grand Mean	2.7	

From table 1 above, it is observed that respondents disagreed to' items 8 and 9 with mean score- of 2.1 each, that is they disagreed that teachers believe that computer encourages participation of learners in the learning process, and teachers believe that computer helps to expose the learners to knowledge beyond the class. While item 6, 7 and 10 with mean scores of 3.0, 2.8, and 3.4 respectively show that the respondents agreed that teachers like using computer in teaching and learning; teachers see computer as a tool that arouses interest of students when used in the classroom; and teachers are happy embracing computer for classroom instruction. From the grand mean of 2.7, it shows that the perception of teachers on the use of computer in teaching and learning in secondary schools is encouraging.

Research Question 2: What are the factors that affect the perception of the use of computers in schools?

Table 2: Responses on the factors that affect the perception of teachers on the use of computers in schools.

S/N	ITEMS	Mean	Decision
11	Computer facilities are and adequate in your school	2.5	Agree
12	Lack of computer laboratory in most schools.	3.7	Agree
13	Irregular electricity and lack of attentive power supply in secondary schools	3.8	Agree
14	Lack of funds for purchase of computers in schools	3.8	Agree
15	Lack of skilled personnel's to teach computer in schools	3.9	Agree
	Grand Mean	3.5	

From table 2 above, it is observed that items 11,12,13,14 and 15 had mean score of 2.5, 3.7, 3.8, 3.8 and 3.9 respectively. This shows that respondents agreed that computer facilities are inadequate in schools, there is lack of computer laboratories in most schools, there is irregular electricity and lack of alternative power supply in secondary schools, lack of funds for purchase of computers in schools, and lastly, there is lack of skilled personnel to teach computer in schools. These are the problems that militate against the perception of teachers on the use of computer in schools. The grand mean of 3.5 shows that these factors affect the perception on the use of computer in teaching and learning in secondary schools in Owerri Education Zone 1.

Research Question 3: What are the factors that affect the perception of the teachers in the use of computers in schools in teaching and learning of economics in schools be improved?

Table 3 - Ways of improving the use of computer for teaching and learning.

S/N	ITEMS	Mean	Decision
16	Pre-service teachers preparation programmes should be designed to include teachers on computer	3.7	Agree
17	Pre and in-service teachers should be assisted on how to use computer for teaching purposes	3.7	Agree
18	Workshops and demonstration of technology across the curriculum should' be provided	3.8	Agree
19	Teachers should guide students on how to use computer to access information	3.8	Agree
	Grand Mean	3.8	

From table 3 above, it can be observed that respondents agreed to all the items with the mean score of 3.7, 3.7, 3.8 and 3.8 for items 16 - 19 respectively. This shows that they agreed that the following will improve the use of computer for teaching and learning in schools: pre-service teachers preparation programmes should be designed to include teachers education on computer, pre and in-service teachers should be assisted on how to use computer for teaching purposes, workshops and demonstration of technology across the curriculum should be provided and that teachers should guide students on how to. use computer to access information. The grand mean score of 3.8 shows that these are the ways to improve the use of computer in teaching and learning.

Hypothesis 1: The perception of urban and rural located school teachers on the use of computer does not differ significantly.

Table 4: One Way ANOVA: Urban, Rural

Source	Degree of Freedom (DF)	Sum of Square (SS)	Mean Sum of Square (MSS)	F ratio (F)	Level of Significance (P)	Remark
Factor	1	2806	2806	19.70	0.001	Significant
Error	10	1425	142			
Total	11	4231				Ho Rejected

S = 11.94, R - Sq = 66.33%, R - Sq (Adjusted) 62.96%

Since P is less than 0.05, we reject the null hypothesis. Thus; there is a significant difference between the perception of urban and rural school teachers on the use of computer in teaching and learning in

secondary school. The perception of urban and rural teachers on the use of computer in teaching and learning in secondary schools differ significantly.

Hypothesis 2: The perception of male and female teachers on the use of computer in teaching economic in schools do not differ significantly

Table 5: One Way ANOVA: Male, Female

Source	Degree of Freedom (DF)	Sum of Square (SS)	Mean Sum of Square (MSS)	F ratio (F)	Level of Significance (P)	Remark
Factor	1	46	46	0.24	0.632	Not Significant
Error	10	1891	189 "	v		
Total	11	1932				Ho Accepted

S = 13.75, R - Sq = 2.38%, R - Sq (Adjusted) 0.00%

Since P is greater than 0.05 we accept the null hypothesis, there is no significant difference between the perception of male and female teachers on the use of computer for teaching and learning in Secondary schools. Therefore, the perception of male and female teachers on the use of computer in teaching and learning does not differ significantly.

Discussion of Finding

The study revealed that teachers like using computers in teaching and learning of economics, and they believe that the use of computer help to expose the learner to knowledge beyond the class and also teachers are happy embracing computer for classroom instruction. On the factors that affect the perception of use of computers in schools, it was revealed that some factors like lack of computer facilities, lack of computer laboratory, irregular electricity, lack of funds to purchase computer, lack of skilled personnel to teach computer in schools militate against the use of computer in schools. Hsu (2010) supported this, he discovered that the better trained the teacher was in the use of technology the more likely he/she was to successfully integrate it into classroom instruction.

From the hypothesis, the study revealed that, there is significant difference between the perception of Urban and rural teachers on the use of computer in teaching and learning in secondary schools. This means that teachers in rural schools do not like to use computer in teaching and learning because most of them are not computer literate and they do not have access to computers while those in urban schools like using computer in teaching and learning because they are computer literate and they have access to computers if not their own, they go to many cybercafes in town. This may also has to do with the socio-economic status of both the teachers and the students. From the hypothesis, the study revealed that, there is no significant difference between the perception of male and female teachers, on the use of computer for teaching and learning. This means that both male and female teachers like using computer in teaching and learning because the world is a global village and everybody including teachers are embracing information and communication technology. Also computer appreciation and application usage plays a vital role in this regard.

Educational Implication of the findings

The main aim of this study was to find out how teachers see the use of computer in teaching and learning in secondary schools. The study also revealed that the perception of teachers on the use of computer in teaching and learning in secondary schools is encouraging. Its implication to our education system is that there is strong hope that computer based instruction in a shortest possible time will be 100% sure in teaching/learning in secondary schools. Government therefore should increase funding of education in our budget at least using United Nations 26% education budgetary allocation

benchmark as a starting point and thereafter declare emergency in our education if the problem persists. If these remedies like pre-service teachers preparation programmes being designed to include teachers education on computer, pre and in- service teachers should be taught on how to use computer for teaching purposes, workshop and demonstration of technology across the curriculum should be provided and that teachers should guide students on how to use computer to access information are addressed, it will improve and stabilize the use of computer programme instruction in secondary schools.

Recommendations & Conclusion

Based on the results of the findings made in this study, the following recommendations are made for effective utilization of computer in teaching and learning in secondary schools:

Pre and In service teachers should be taught on how to use the internet for teaching purposes because a mastering of that will make teaching and learning easier, interesting and meaningful and will also increase learner independence and corporation.

Government should release funds to secondary schools for the purchase of ICT facilities because when funds are provided and, more computer equipment are bought for secondary schools, it will make the students have practical experience in the use of computer

REFERENCES

Abonyi, O.S (2011). *Instrumentation in behavioural research*. Ogiyi orad,: Fulladu publishing company

Akude, I. (2010). *New technologies and innovative techniques in education*. Bomaway Publishers.

Alvin T. (2009). *Fundamentals of research in behavioural sciences*. Harper publishers.

Hsu (2010). The relationship between teachers technology integration ability and usage. *Journal of educational computing research, 43, 309- 325*

Madueke, A. N (2011). Perceptive on teacher education and ICT in the language classroom: An introduction to educational technologies in education. Sibon Books L.td

ENTREPRENEURIAL SKILLS ACQUISITION THROUGH EFFECTIVE BIOLOGY TEACHING: IMPLICATIONS FOR SUSTAINABLE DEVELOPMENT

OKOYE, PATIENCE .O. (Ph.d)
Department of Biology
ptncokoye@gmail.com

&

ACHUFUSI, JANE .N. (Phd)

Abstract

This study investigated entrepreneurial skills acquisition through effective biology teaching: Implication for Sustainable development and was carried out in two education zones of Anambra State, (Onitsha and Ogidi). Three research questions and one null hypothesis guided the study. A descriptive survey research design was employed. The population consisted of 96 secondary schools, with 288, biology teachers in the two zones. Using stratified random sampling technique 40 schools were drawn from the 96 schools, i.e 20 schools from each of the zone, while 3 biology teachers were drawn from each of the sampled schools from each zone, giving a total number of 120 (40 males and 80 females) as the sampled size. The instrument for data collection was a structured questionnaire, developed by the researchers, which was face validated by two experts in Science Education Department of the Nnamdi Azikiwe University, Awka. Reliability of the instrument was established using Cronach Aloha, which gave an index of 0.80. Data were analyzed using mean for the research questions and Z-test for the null hypothesis tested at 0.05 statistical level of significance. The results of the study showed among others: That entrepreneurial skill can be derived from biology education in effective hands-on and minds-on laboratory activities. That some problems encountered by the biology teachers include: inadequate laboratory equipment and facilities and lack of social amenities like electricity and lecture hall etc. Also there is no gender bias on strategies for enhancing students' acquisition of entrepreneurial skills through effective Biology teaching Recommendation was that biology teachers should be retrained to be abreast with a focus of skill development. Conclusions were made.

Keywords: Entrepreneurial skills, sustainable development, Biology.

Introduction

If Nigeria is to develop and sustain its growth, become self-reliant and technological complaint society, much emphasis has to be continually made on science through effective Biology teaching using hands-on, mind on laboralory activities in our school system. The development of any nation is usually measured by the degree and extent of growth brought to it through the enterprise of science and technological education (Akande, 2012). The wealth influence and power of any nation depends on her capacity and capability to utilized science which, biology is among to bring scientifically, technological and sustainable development (Okafor, 2012). In line with this Badeja (2010), stated that sustainable development can only be meaningful when most of the inhabitants of a country have rudimentary knowledge of entrepreneurial skills acquisition through effective Biology teaching. This will help to improve the quality of life and socio-economic development of the people. Thus, failure to acquire these basic scientific, technological and entrepreneurial skills and its applications, the nation may still remain a consumer of science and technology products instead of being an inventor. The objectives of science education include: acquisition of social values, communication skills, scientific skills, values and development of cognitive and higher order thinking skills such as, creativity, curiosity, problem-solving. These have led o revolutionary changes and enabling sustainable development of any nation.

However, in spite of these science education skills which will move the nation forward, there has been poor acquisition of these skills through biology teaching and also in other science subjects such as: chemistry, physics and mathematics. The factors for poor acquisition of these skills include: inadequate use of practical activities through hand- on and mind-on laboratory activities, inadequate teacher preparation, general over emphasis on certificate, inadequate teaching resources, high level of examination malpractice and poor curriculum design (Yusufu, 2010). Nevertheless, Igboegwi and Ikokwu, (2012), opined that there are many problems in Nigeria which affect skills acquisition in schools. These include: inadequate funding of science projects, inadequate laboratory equipment and facilities, irregular supply of material resources to schools and expository methods of science delivery. All these problems stand as obstacles to productive acquisition of skills, and could be revitalized by ensuring that science education, to which biology education is part of, be equipped towards acquisition of entrepreneurial skills by the students.

Entrepreneurial skills are in built capabilities or tools that enable an entrepreneur to carry out an entrepreneurial task (Nnoli, 2018). An entrepreneur possesses the following attributes: self–discipline, self nurturing, highly energetic, tolerant of uncertainly innovativeness action – oriented, purposeful and ability to improvise. Also, is a visionary, energetic and a risk taker (Nnoli, 2018). An entrepreneur is defined as an innovator who uses scientific, technological and business processes to change the status quo or the existing products and services. He is the person who coordinates other factors of production and bears the risk of uncertainty by investing his scarce resources in business ventures. He takes the managerial decision such as planning, staffing, organizing, developing and controlling the business organization (Okeke, 2016). Ames (2001), stated, that an entrepreneur is a person with ideas, originality, ingenuity, vision and foresight about what to produce and how best to produce or anyone who runs a business enterprise.

Skill is proficiency facility, dexterity that is acquired or developed through training or experience, a develop talent or ability, an art, trade, technique, particularly, one requiring use of the hand (Wikipedia, 2015). The ability that is related to some meaningful exercise, work or Job is what is referred to as a skill development (Osinem, 2008). Entrepreneurial skills are basic tools made for equipping individuals with the necessary scientific and technological skills, knowledge, and attitudes required for them to achieve their full potentials and promote sustainable development (Eze and Nwosu, 2010). These skills are needed for equipping students with the scientific tools for changes, progress in the society and to foster a sustainable future generation. This explains why the Federal government of Nigeria adequately emphasized at all levels of the educational system particularly at the foundational levels, the learners acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in, contribute to the development of the society (FRN, 2014). Once these skills are mastered through effective biology teaching, they are transferable among content units and form the bases for further study of science and technology, as well, as preparation for enhancing economic sustainability.

Biology as a science subject is activity oriented. The curriculum is designed to provide students with applicable skills such as problem-solving, critical thinking, communication skills, and objective reasoning to prepare them for self-reliance, and better knowledge on ways of responding to problems (Ukpai & Okoro2010). This will empower the students in contributing immensely towards sustainable development of the nation. A qualitative and functional teaching of science education for the acquisition of entrepreneurial skills in biology teaching is imperative for creativity and capacity building, which will help to ameliorate the global problems of unemployment among the youths. It is through a qualitative and functional Biology teaching that appropriate scientific knowledge, technological and entrepreneurial skills are transmitted to students (Njelika, 2015). These attributes will enable them to deploy strategic actions and activities for increase income, wealth-creation, economic growth and sustainability. According to Ese and Ossai (2010), the senior secondary biology curriculum if effectively taught, the entrepreneurial skills acquired will enable the students to undertake the production of the following on commercial scale for self-reliance and self-employment:

- Bee farming skills for honey production,
- Snail farming skills for boosting meat production,

- Fish farming skills for fish production and feed production,
- Animal farming skills e.g rabbritary farming, and Chicken for meat production,
- Zoological garden for tourist centres revenue yielding,
- Wealth creation by undertaking refuse disposal and sewage disposal management.

These skills if acquired by the students will enhance sustainable growth of the nation. In, support with this Jonggur, Kabutu and Abba, (2010) emphasized that science education though acquisition of entrepreneurial skills in biology teaching will enable the students acquire the following production skills namely:

- Food and beverage production skills e.g fermentation of beverages and cheese,
- Cross breeding skills through artificial insemination, instructional material production e.g production of models, charts as improvisation,
- Production of improved variety of seeds.

These skills are relevant to organize and operate an enterprise for personal gain which can lead to the growth of the economy for sustainable development. As a student contributes his own initiative, skills and ingenuity is planning, organizing, and administering an enterprise, he becomes a Job creator instead of a Job seeker. These skills are acquired through exposure to practical work and the biology teacher's proficiency in effectively enriching classroom instruction via hands-on, and minds-on biology laboratory activities (Nwagbo & Chikelu 2011), This will enable the students to be fully involved in the learning process, thereby promoting critical thinking and entrepreneurial skills acquision. The students will transfer the knowledge and skills gained in promoting sustainable development of the nation.

Sustainable development can be defined as the ability of the economy to support the needs of the people of country overtime, taking into consideration the economic, social and ecological constraints of the country (Akinsola, & Onyedokun, 2009). This means that a sustainability requirement of the needs of the present generation will not compromise with the ability of future generations to meet their own needs. According to Ogunleye (2007), sustainable development represents a catalytic process for social change that seeks to foster through education, training and public awareness and values, behavior and life styles required for a sustainable futures it is about the learning needed to maintain and improve our quality of life and the quality of life of generation to come. It is about equipping individuals, communities, groups, business and government to live and act sustainably as well as giving them an understanding of the environmental social and economic issues, involved. Once these entrepreneurial skills are mastered in effective biology teaching, they are transferable among contents units and form the bases for further study of science and technology, as well preparation for enhancing, economic sustainability, These skills are acquired through hands-on, and minds – on activities by students in biology teaching.

However, the acquisition of these skills depends essentially on the strategic role of the biology teacher in structuring the instructional process. An improved instructional effectiveness and student's learning process through innovations such as: project methods, inquiry, field-trips, experimentation, demonstration etc and learner centered instructions, which should be more practical less theoretical are highly needed.

This simply means engaging in and developing the expertise in scientific inquiry by using the methods and procedure of science to investigate phenomena and solve problems. This encourages students' active participation in the instructional process. It also enables the learner to be problem-solver, innovators, inventors, self-reliant, logical thinkers and technological literate (Ojokuku & Amadi, 2010). Acquisiton of these entrepreneurial skills are of critical importance for contributing towards sustainable development of the nation. This is because economic growth and sustainable development depends on the training received by human resources that put the other resources into effective use (Okeke, 2016).

Despite the numerous benefits in sustaining economic growth by reducing poverty and improving productivity, the acquisition of entrepreneurial skills in science education practically in effective biology teaching was still not encouraging. Therefore, against this backdrop this study

therefore investigated Entrepreneurial skills acquisition through effective Biology teaching: Implications for sustainable Development

Purpose of the study

The main purpose of this study was to investigate entrepreneurial skills acquisition through effective biology teaching: Implication for sustainable development. Specifically the study aimed at:
- find out the entrepreneurial skills that are derived from biology education in effective teaching
- find out the problems encountered by the biology teachers in facilitating student's acquisition of entrepreneurial skills as us a effective biology teaching.
- examine the strategies the biology male and female teachers adopt in tackling the problems encountered in facilitating student's acquisition of entrepreneurial skills in effective biology teaching

Research Questions

Three research questions were asked to guide the study. They are:
1. What are the entrepreneurial skills that were derived from Biology education in effective teaching.
2. What are the problems encountered by the biology teachers in facilitating students acquisition of entrepreneurial skills in effective biology teaching
3. What are the strategies for tackling the problems encountered by biology teachers based on gender in facilitating student's acquisition of entrepreneurial skills in effective biology teaching

Hypothesis

The study was guided by one null hypothesis tested at 0.05 statistical level of significance.

Ho_1: There is no significant difference in the biology teachers perception on the strategies used in facilitating students acquisition of entrepreneurial skills based on gender.

Methodology

The study adopted a descriptive survey design. It was carried out in two education zones of Anambra State, namely: Onitsha and Ogidi out of the six education zones of Anambra State. In Onitsha education zone there are 32 public secondary schools with 165 biology teachers and 64 public secondary schools with 123 biology teachers in Ogidi Education zone totaling 96 public secondary schools and 288 biology teachers. Stratified random sampling, technique based on location was used in selecting 20 schools from each, education zone giving a total of 40 schools, while 3 biology teachers were drawn from each of the 20 schools in each zone, giving a total number of 120 biology teachers (40 males and 80 females) as the sample size.

The instrument for data collection was a structured questionnaire titled: Acquisition of Entrepreneurial skills inventory (AESI), developed by the researchers. The instrument "AESI" consisted of sections, A and B. Section A sought information on the Bio-date of the respondents while section B sought information on: (1) entrepreneurial skills that are derived from biology education on effective teaching (ii) The problems encountered by biology teachers in facilitating students' acquisition of entrepreneurial skills in effective Biology teaching (iii) Strategies the male and female biology teachers adopted in tackling the problems encountered in facilitating students acquisition of entrepreneurial skills in effective biology teaching.

A four (4) point Likert scale weighted as follows: Strongly Agree (SA) = 4, Agree (A) =3, Disagree (D) 2, Strongly Disagree (SD) = 1, was adopted by the researchers. The instrument was validated by two experts one in Science Education Department and the other in Measurement and Evaluation Department of the Nnamdi Azikiwe University Awka, of Anambra State. The instrument was modified using their suggestion to ensure face validity. "AESI" was trial tested by administering the instrument twice on 20 biology teachers in Delta state. The data collected were used to compute the reliability using Cronach Alpha which gave a reliability index of 0.80. Data, collected were analyzed using means and standard deviation for answering the three research questions and Z-test for testing the null hypothesis at 0.05 statistical level of significance. A criterion mean ratings of 2.50 and above were accepted as positive responses (Accepted) while those below 2.50 were rejected reflecting

"disagreement".

Results

The results of the analyzed data are represented in tables sequentially based on research questions and hypothesis.

Table 1:

Means Ratings and Standard Deviation of Entrepreneurial Skills derived from Biology Education in Effective Teaching

S/N	ITEMS	X	SD	Decision
1.	Snail faming skills	3.00	090	Agree
2.	Animal farming skills	3.70	1.06	Agree
3.	Fish farming skills	2.50	0.80	Agree
4.	Cross breeding skills	3.41	0.95	Agree
5.	Production of improved varieties skill	2.60	0.81	Agree
6.	Production of models, charts as Improvisation skills	3.20	0.93	Agree
7.	Wealth creation by refuse disposal skills	3.30	0.93	Agree
8.	Zoological garden for tourist centres skills	30.00	0.90	Agree
9.	Horticultural skills	3.20	0.93	Agree
10.	Production of flowers skills	3.00	091	Agree
11.	Production of beverages through fermentation process skills	3.32	0.86	Agree

Table 1, shows that meaningful entrepreneurial skills were derived from biology education, because they have their means ratings of all the items above the cut-off point of 2.50. Furthermore, their standard deviation clustered around the mean. This indicates that biology teachers agreed that entrepreneurial skills can be derived from biology education in effective hands-on and minds-on laboratory exercises.

Table 2:

Means Ratings and standard Deviation of the problems encountered by the biology teachers in facilitating students Acquisition of Entrepreneurial skills in a effective Biology teaching.

S/N	ITEMS	??	SD	Decision
1.	Inadequate funding for science projects	3.30	0.86	Agree
2.	Insufficient equipment and other facilities for effective biology teaching	3.20	0.86	Agree
3.	Inadequate practical Entrepreneurship counseling	3.00	0.90	Agree
4.	Lack of skilled manpower	3.00	0.80	Agree
5.	Excess teaching Load	3.00	0.90	Agree
6.	Lack of social amenities necessary For utilization of amenities e.g Electricity, lecture hall classroom	3.41	0.95	Agree
7.	Over-loaded curriculum	3.50	0.70	Agree
8.	Insufficient time for teachers to Engage on skills development	3.32	0.80	Agree
9.	Lack of teaching materials	3.20	0.90	Agree
10.	Lack of interest by students	3.50	0.70	Agree
11.	Insecurity of life and properties	3.00	0.90	Agree
12.	Poor biology methods deliver	3.20	0.80	Agree

Table 2, Shows that biology teachers have their mean ratings of the items above the cut-off point of 2.50, the standard deviation clustered around the mean. This indicates that the biology teachers agreed that all the items are problems encountered in facilitating student's acquisition of entrepreneurial skills.

Table 3:

Mean ratings and standard deviation on the strategies for tackling the problems Encountered by Biology teachers based on gender in facilitating students' Acquisition of Entrepreneurial skills in effective biology teaching.

S/N	ITEMS	MALE TEACHER			FEMALE TEACHER		
		$\overline{X}$	SD	Decision	$\overline{X}$	SD	Decision
1.	Biology teachers should use hands on activity or activity centre teaching	3.42	0.62	Agree	3.00	0.87	Agree
2.	Teaching/learning process should be student centered and activity-based	3.06	0.90	Agree	3.42	0.62	Agree
3.	Biology teachers should use instructional materials	3.00	0.87	Agree	3.30	0.82	Agree
4.	Adequate instructional materials should be used to enhance students hands –on- mind on activities	3.92	0.85	Agree	3.00	0.87	Agree
5.	Biology teachers should be dedicated to work	2.76	0.78	Agree	3.06	0.87	Agree
6.	Biology teachers should ensure the adoption of Innovative methods	3.30	0.82	Agree	3.00	0.87	Agree
7.	Government should finances available for the purchase of instructional materials.	2.58	0.58	Agree	2.76	0.78	Agree
8.	Ensure that students are aware of entrepreneurial development	2.63	1.01	Agree	2.68	0.60	Agree
9.	Teaching load should permit the inculcation of the skills	2.76	0.78	Agree	3.00	0.87	Agree
10.	Accessibility of some of the important materials during teaching	2.82	0.81	Agree	2.92	0.8	Agree

Table 3, shows that biology teachers based on gender have their mean ratings of all the items above the cut-off point of 2.50, and their standard deviation clustered around the mean. This indicates that biology teachers based on gender agreed on all the items as the strategies for tackling the problems encountered in facilitating students' acquisition of entrepreneurial skills

Table 4:

Z- test of differences between two mean of male and female biology teachers strategies used in enhancing students Acquisition of Entrepreneurial skills

Source of biology	X	SD	DF	Z-Cal	Z-Crit	P>0.05	Decision
Teachers Variance							
Male 40		2.01	0.72	118	0.063	1.96	not Significant
Female 80		2.05	0.90				

Table 4, Indicates that Z-calculated is 0.063 and z-critical 1.96, since Z-calculated is less than Z-critical the null hypothesis is accepted. Therefore, there is no significant difference between the

mean ratings of the male and female biology teachers on the strategies for enhancing students' acquisition of entrepreneurial skills.

Decision

The finding of this study revealed that meaningful entrepreneurial skills can be derived from biology education through effecting biology teaching. This finding is in collaboration with. Ase and Ossai, (2010) which emphasized that senior secondary biology curriculum if effectively taught, the entrepreneurial skills acquired will enable the students to undertake the production of the following on commercial scale for self-reliance and self employment. Bee farming for honey production, fish farming for fish production and so on.

The finding of this study also identified some problems encountered by the biology teachers in facilitating students' acquisition of entrepreneurial skills which include: inadequate funding of science project, inadequate laboratory equipment and facilities. Lack of skilled manpower and Lack of social amenities and so on. These problems are in agreement with Igboegwu and Ikeokwu, (2012), which mentioned that inadequate funding of science projects, inadequate laboratory equipment and facilities, expository method of science delivery, stands as obstacles to effective acquisition of entrepreneurial skills in Nigeria.

The findings of table 3 and 4 revealed that there is no significance difference between the male and female biology teachers on strategies for enhancing students' acquisition of entrepreneurial skills. This indicates that there is no gender bias on the strategies employed in enhancing students' acquisition of entrepreneurial skills. This is in agreement with (Njelita, 2015), who stated that it is through a qualitative and functional science education especially effective biology teaching that appropriate scientific knowledge, technological and entrepreneurial skills are transmitted to students.

Conclusion

The findings of this study showed that entrepreneurial skills can be derived from biology education through effective biology teaching. Also there is no gender bias on strategies employed in enhancing students' acquisition of entrepreneurial skills in biology instruction. Acquisition of these skills and knowledge are crucial for sustainable development of the nation. Hence, will empower the youth, to be self-reliant and job creators instead of job seekers, thereby contributing towards a sustainable national development.

Recommendations

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

1. Professional development of the biology teachers should be encouraged in order to keep the teachers abreast with the current issues in education and help them refine their professional practice with a focus on skill development.
2. Curriculum planners should also reform curriculum to be competency-based interactive and problem-solving based teaching and learning which will provide students with necessary skills for future employment and self-reliance.
3. Free entrepreneurial skills acquisition at all level should be granted to the youths who are leaders of tomorrow.
4. Government should budget more funds to entrepreneurial education for procurement of modern equipment needed, construction of workshops and retaining of the trainers
5. Biology teachers should be dedicated to their duties and improvise instructional materials when they are not adequate.

REFRENCES

Akande M.M. (2012). The importance of design and development for sustainable development in Nigeria. *Proceedings of the 43rd Annual Conference of Science Teachers' Association of Nigeria.* 165-168.

Akinsola.L & Onyedokun (2007). The quality of teaching Science in primary Schools in Niger State:

Implication for sustainable national development. *Proceedings of the 50ᵗʰ Anniversary conference of Science Teachers' Association of Nigeria*. 15-23.

Ames, A. (2000). Intermediate Economics: London: W.H. Allen Press.

Badejo, N. (2010). STEM education as a Basis for Sustainable industrialization in Africa. *Proceedings of the 43ʳᵈ Annual Conference of Science Teachers' Association of Nigeria* 111-115,

Ese, K. J. & Ossai U.A. (2009). Fish feed production of claries garipinue for entrepreneurial skills development in Biology. *Proceedings of the 50ᵗʰ Annual Conference of Science Teacher's Association of Nigeria* 118-121.

Eze R., & Nwosu E. (2010). Development of Science process skills as a basis for enduring entrepreneurship education in upper basic classes. *Journal of Curriculum organization of Nigeria* (CON) 17 (92) 201-208.

Federal republic of Nigeria (2014). National Policy on Education. NERDC, Press 7-8.

Igboegwu E. N. & Ikeokwu P.I. (2012). Integrating self-reliance skills into chemist Curriculum: challenges of stem education and basic skills acquisition. In O.S Abonyi (Ed) *Proceedings of 56ᵗʰ, Annual Conference, of Science Teachers Association of Nigeria*. 63-70.

Jongur I. U. Kabutu, F. & Zubamatu, A. (2009). Strategies for Developing Entrepreneurial Skills in Biology Education: Teachers Factor. *Proceedings of the 50ᵗʰ Annual Conference of Science Teachers' association of Nigeria.* 188-121.

Njelita C. B. (2015). Chemistry teachers level of awareness and their application of research findings of classroom instruction. In Z.C. Njoku (Ed). *Proceedings of 56ᵗʰ Annual Conference of Science Teachers Association of Nigeria* 215-220.

Nwagbo. C. & Chikelu, U.C,. (2011). Effects of biology practical activities on students process skills acquisition. *Journal of Science Teachers Association of Nigeria* 46(1), 58-70.

Nnoli J.N. (2018). Resolving the global conflict in education through awareness of the development of entrepreneurial skills among Chemistry Students. *International Journal of Tropical Issues* 2, (1) 87-95.

Okafor N. (2012). Innovations in scientific technological literacy for sustainable development in Africa. *Proceedings of the 43ʳᵈ Annual Conference of Science Teacher's Association of Nigeria* 52-56.

Ogunleye A. O. (2007). Building a sustainable science curriculum in Nigeria: accommodating local adaptation, leveraging technological and enhancing area of improvement for quality assurance. *Proceedings of the 50ᵗʰ Anniversary conference of Science, teachers Association of Nigeria.* 36-44.

Ojokuku, G.O. & Amadi, E. O. (2010). A hand book for chemistry teachers: teaching electrochemistry. *Science Teachers Association of Nigeria Chemistry Panel Series* 6.

Okeke D.C. (2016). Agricultural education entrepreneurial skills acquisition and job creation in South East Nigeria; implication for character and skill development. *International Journal of Tropical issues*, 1 (2), 18-126.

Okoli, J. N. (2009). Preparedness of STM Teachers to Develop Entrepreneurial Skills in Secondary School Students through STM Education. *Proceedings of the 50ᵗʰ Annual Conference of Science and Teachers' Association of Nigeria.* 38-46.

Osinem, E.C. (2008) Managing Agricultural Education and Training. Beleny Books

Okoye P.O.(2014). Methods of Teaching Science. In M.A.E, Udeogu, N.B. Egbeama, & F.E Nwakonobi (Ed). *Readings in Science Methodology for Tertiary institutions.* New Crest Publishers, 293-327.

Ukpa P.O. & Okoro H. (2010). Overcoming economic crisis in Nigeria through biology education. In Nsikak Abasi, Dofia (Ed). Proceedings *of the 51ˢᵗ Annual, Conference of the Science Teachers Association of Nigeria,* 259-264.

Wikipedia (2015).www.Com/mo 2015

Yusufu, P.N. (2010). Improving discussion Leadership. University Press.

EFFECTIVE EDUCATIONAL MANAGEMENT: AN IMPLEMENTATION OF ICT IN ADMINISTRATION OF HIGHER EDUCATION INSTITUTIONS

AGUBOSIM CHIKWADO FRANCIS CASMIR
Department of Educational Foundations
Faculty of Education, Chukwuemeka Odumegwu
Ojukwu University, Igbariam Campus
E-mail: salvatomundi@gmail.com

Abstract

To provide quality education requires effective management of the human and material resources in the institution, management which is a vital component of education administration is equally fundamental if the goals of the system will be realized. This paper therefore examines the effective educational management and implementation with ICT as vital tools in building quality education services. The paper advocated for school administrator to have required knowledge explosion, globalization and technology to ensure functional education output. The school is an organization of complex activities which are coordinated by persons. Thus, management is necessary in school to co-ordinate the various activities of the units for goal achievement.
Keywords: Effective educational management, Implementation and Administration

Introduction

This is the age of knowledge explosion, globalization and technology. Today's students are smarter than the students ten year earlier. In the institutions teachers are selected to do teaching-learning job only, but institution's office staff and teachers as institutional managers, are spending much of their time on clerical activities, like 'updating the records', 'information recovery and document production', and 'communicating' to the higher authorities and parents. Teachers get very little time to provide quality services to the students (Eneasato, 2018). Their energy is wasted in doing subsidiary work. And the same case also applies to the principals of the colleges also. He is not able to provide constructive feedback to the students and teachers, and experimenting the functioning of the educational institution for betterment. Due to the rapid change in the society, it will put various demands on educational management. Now the thrust of the country with regard to education has been changed from quantity to quality and educational management can play a vital role in this regard by managing the education in the institution effectively and efficiently. Educational management has to spend more time on other work rather than only collecting and maintaining the data by involving teaching and non-teaching staff members in the institutions whether it is college or university.

To overcome these shortcomings and providing more time to the institutional personnel for doing constructive work, Information Communication Technology can be used in the form of '*Institutional Information Management System*'. Computer assisted institution information systems has been growing in many corners of the world since the mid- 1980s. It has the enormous potential for enhancing the effectiveness of college staff and improving institutional performance (Ezeodi, 2019).

Being the largest producer of technical and professional manpower, India is an active participant in the development and use of information technologies. Information technology may be considered as a synonym for the modernization of all organizations including educational institutions, as they provide for advance and updated technological tools and applications. This adoption of ICT reinforces the teaching process, but also facilitates administrative transactions. Despite this, the education sector is deprived of the benefits of ICTs. The analysis shows that the ICTs offer vast potential for their use in educational management.

The role of the education sector is to use these technologies for improving its managerial efficiency and effectiveness. The education sector, perhaps the most mismanaged social sector, is characterized by managerial inefficiencies of high order(Emetarom, 2019). There is still a class of

educational administrators practically at all levels of educational hierarchy, who have not adapted themselves to gain from the new technological revolution. They feel that their existing approach is better and more reliable than the use of modern technologies in administration.

Historically, the system of governance is based on sound record keeping so that irrespective of the executive head, the records forms the basis for governance, control and decision making. Some of this is in duplicate and triplicate form. Even then the relevant information is difficult to locate from the existing records and sharing of information between departments is not-existent. Although many secondary schools introduced computers in great numbers starting early 1990's, there is limited data on their use to facilitate college/university administration.

For educational planning central, state, university and college have to play a vital role if the country really wants to come out with the age old system made by the individual for producing clerks. Central Government has to work for the effective policy directives, evaluations, collect the data for educational statistics and accordingly make support schemes. State government should execute the policy, college supervision, resource management, examinations, teachers' recruitment, supplies and equipments, training; syllabus etc. college/university administration has to see teaching learning in the college/university, college/university management, supplies and equipment at school level and school finances etc. Therefore these Institutional Management Systems (IMS) should be electronically connected to the state level and country level networking. All the state governments should give connectivity and create their own network like *State Wide Area Network* (Gold Habe, 2014).

Need for Information Communication Technology (ICT) in Educational Management

ICT in Educational Management is needed to create efficiency and effectiveness in the following aspects of administration:

1. **Proper Utilization of Resources**: If we see the current scenario it is very difficult to the track the teachers as well as students movement and progress at college/university, state and central level. It very difficult to track the assets and ultimately this is causing the impact on financial planning and budgeting and efficient tracking of available resources and its utilization.

2. **Effective Decision Making:** The information present in the educational institutions is in fragmented and fuzzy form. And it is generally compiled in non-standard formats. Manual handling of huge data is very difficult and causes delayed information collection and compilation. This will have effect in decision making process for quality education.

3. **Increasing Coordination**: Because of lack of timely, structured and efficient information sharing, there is a chance of duplication of data collection and compilation. This leads to lack of coordination between departments and directorates.

4. **Planned Management**: The institution must hold summary of the information regarding performance of each subsystem. It needs to be made available regularly to the school management so that he/she can analyze the effectiveness of existing programme. The school management should have the complete and accurate information to consider the likely impact of change if necessary.

5. **Access to the Stakeholders**: The institution must maintain data on students so that it can be easily accessible to the parents, governments, students and the institution itself.

6. **School Improvement and Development:** The institution must hold the information on students' achievement so that the government or the management can monitor the performance of the institutions and intervene where progress is weak. It can also help of sharing of good practices where progress is good.

7. **Backing the student:** The institution needs to hold sufficient details on students to enable it to identify those students potentially at risk. The institution must be able to follow their progress through education and provide them special educational provisions.

8. **Quality Education:** The institution must use the information to ensure children and young people of the country have best start in life with high quality education. The Indian government is emphasizing on the universalization of education which put excessive demand for secondary

education. The education department has to focus on the retention of the students and providing them quality learning by ensuring optimum utilization of resources.

9.   **Reducing Workload: Manual working leads to huge workload**: Information communication technology can ensure technology enabled planning and institutional administration.

Areas of Educational Management where ICT can be Implemented for Efficient Working of Institutions

1   **Learner and Scholastic Management**: ICT can be used to maintain the personal record information of the students. ICT can also be useful in maintaining the record of enrolment and attendance/leave information. Fees management and examination performance and analysis can be done efficiently through ICT.

2   **Personnel Management:** ICT can be used to maintain the personal record information of the staff. Attendance, leave, transfer and training information can be updated efficiently with the help of ICT. It can also be used in managing the salary and analyzing the staff performance.

3   **Infrastructure Management:** Institutions can use ICT to maintain the accurate details of building, facilities available, and hardware and software facilities.

4   **General Administrations:** ICT can be used to monitor the fund and grants. It can also be helpful in the management of inventory and procurement. To manage the above mentioned areas of the institutions effectively and efficiently and for providing the fast and accurate access of the information to the parents, teachers, students, management, community and government, the institution must use.

5   **Institutional Administration/Management system** (Institution Administration Software) which provides a single secure database structure that organizes stores and retrieves real time information.

6   **Institutional Management system (IMS)** is the total managements system, windows-based Educational Management package with the power to revolutionize the way that university/colleges are run.

7   **Institutional Management software** is not just a technology solution but it is an educational system in itself that will improve the way institution is managed. This connects all the stakeholders of education.

Key Constituents of Educational/School Management Software

Following are the main components in IMS Software:

1   **Institutional Administration system:** it makes communication easy with all the stakeholders involved in the educational process: Administrator, Teachers, Students and parents and Government (Mgbodile, 2014). Teachers can easily access significant student information, generate reports, collaborate with other educators or develop lesson plans from virtually anywhere. Parents can view or be alerted to absences, grades assignments and institutional events. Students on grades and receive assistance outside of classroom. Government can assess the information for various requirements.

2   **Institutional Administration software** provides a single secure database structure that organizes stores and retrieves information. It uses industry-standard Microsoft Windows® interface, that doesn't require a heavy amount of staff training.

3   **Student Management System:** It is basically a student information system. Students' information such as admission, attendance, grading, discipline and family information efficiently managed through this system. Data is entered only once and the principal, teachers, parents, Government can instantly get customizable reports about the students. For example data of any student can be searched by just feeding in G.R. Number of that student (Manz, 2016).

4   **Classroom Management System:** It provides the password for each teacher. This system

will help in time-table construction. Daily details of classroom teaching and provide the reminders of forthcoming assignments.

5   **Institutional Exam Management:** Mark-sheets are prepared with the help of this system. The marks can be compared of the marks of each exam and can be shown through graphical representation. Records of every exam of each class is maintained which provides.

6   **Fees Management System:** Fee vouchers are generated and fee collection program can be adapted according to institution's rule.

Technical Requirements for Implementation of ICT in Educational Management

Number of companies worldwide is involved in making School/Educational Management Software which is web compatible also. Here quality education is the responsibility of the Central and State Government. The Government should take the initiative to make available unique software which fulfills the requirements of holding and managing data of teaching-learning as well as the administration (Wolstenholme, et.al, 2013). To implement ICT, the following technical requirements are needed:

-Front End: Microsoft Visual Studio.net

-Back End: MS Access

-Other Tools: MS Office XP, MS-Visio, Crystal reports, Graphic Tools

Some private software manufacturing companies in India are also involved in making Institutional/Educational Management Software. For example COM School Management Software or CBSE CCE software is a complete solution for all educational establishments and is sure to give an impetus to the performance of the schools. It covers the daily school tasks such as Registrations, Admissions, Fee Structure, Bus Routes, Examination Management, Creating Time Tables for both teachers and students, Hostel Management, Attendance, Accounting, SMS and over hundred modules that will escalade the managerial skills and the performance of the school in all spheres (Nolan, 2018).

These software companies assure that school Management software will remarkably reduce 95% of manual work. It will be hassle free and reduce the wastage of paper in the institution. These companies can be asked to prepare the customized software fit for higher educational institutions. This should cover all the above mentions aspects of institutions as per the needs of the college/university.

Advantages of Use of ICT in Educational Management

Use of ICT in Educational Management will offer benefits in following areas:

The large-scale research (Visscher et al., 2019; Visscher & Bloemen, 2019) shows that, in the perception of SIS-users, the use of SISs has lead to positive effects such as:

- Better insight into how the institution functions;
- Better evaluation of institutional performance;
- Better use of institutional resources;
- Better information for curriculum planning;
- Better internal communication.

1. **Helps in analyzing the data quickly and accurately**

Use of ICT will help in analyzing the available data quickly and accurately with the help of organized data. The Institutional/Educational Management Software arranges the data in the form of graphs, polygons, tables, means, and standard deviation etc. for analysis purpose. These are the readymade data obtained within the short period of data entry for analyze the data accurately and quickly (Kirby & Ira, 2016)

2. **Helps in quick decision making**

The data obtained form the software can help the administrators to make quick decisions regarding the functioning of the institution. Teachers can also take the help for taking the decisions about improvement in teaching learning. This implementation of this software is also beneficial for the parent to select the good college/university for their children.

3. **Provides the power to the Administrators for efficient management of education and institution**

Use of Educational Management Software will provide the power to the head of the institution and administrators for efficient management of education in the institutions. With the ready available data for analysis the administrators can make the quick decisions about the improvement in education and as well as improvement in the functioning of institution. IMS will help the institution to keep an eye on all the aspects which is generally not possible in working manually (Vissher, 2019).

4. **Reduces the burden of Teachers**

It will reduce the burden of teachers. IMS will reduce the manual and clerical work from the part of teachers. The teachers can use the more time for constructive work and devote time for planning to innovative teaching.

5. **Available at lowest total cost of ownership**

The IMS can be made for the one large institution or for many institutions. The IMS software is cost effective for long term basis. It reduces the cost of papers as well as manual.

6. **Provides information at the door steps**

IMS provides the information at the door steps of the education department, State and Central Government, parents and community. All the stakeholders can refer the data at their time of convenience.

7. **Reduces the Right to Information Applications**

The implementation of EMS will reduce the applications of right to information. All the data i.e. academic, financial, administration etc will be available for ready reference for all. This will reduce complains of mismanagement and applications for providing information.

Constraints in the Implementation of ICT in Educational Management

The constraints in the implementation of ICT in educational management are as follows:

1. **Lack of Administrative will**

The mindset of the large number of principals in our country is that whatever methodology they are using to manage the institution is good. There is no need to change and adopt the new technology. This is due to the lack of awareness about the technology and their benefits. Most of the principals have the phobia of technology and they also don't want to learn. They rely more on manual work than the computers.

2. **Fear of Misuse of Data**

There is a large no of principals feel that the making the public display of the financial data and other data may lead to misuse of data by antisocial elements and they will harass the institutions.

3. **Lack of Financial Support**

In the implementation of ICT in educational management is the lack of financial support from the government. There are colleges where mandatory infrastructure and facilities is lacking. To join those schools in mainstream and implement ICT for managing the education in those colleges, finance is needed. So without Government support is difficult to implement ICT in Educational Management(Marshal & Mikko, 2018).

4. **Lack of Corporate-Institution Partnership**

In India there is a rapid increase in billionaires and millionaires. But these corporate till now have not shown the willingness of social development. The corporate along with the opening of new educational institutional for elites, should involve actively in the social development by providing support to the poor institutions. The corporate should adopt some institutions for this purpose and ensure quality education in those institutions.

5. **Different Working Styles**

Like individuals institutions also have different working styles. This is due the availability of resources and mindset of the principals. And it is difficult to predict all the future trends and cater the needs of all the university/colleges. Therefore all the university/colleges should be brought in one line and maintain a high level of system security.

6. Sharing of Innovative/Best Practices

In India there is disparity in quality of education provided by the institutions. Some institutions provide high quality education for elite, and use some innovative practices to set high standard in the society (Adrie, Phil & Alex, 2011). Government schools are considered to schools for poor. They are lacking in quality aspect. But if ICT is implemented in these colleges, their practices will be shared. The colleges providing quality education are not willing to do so.

Conclusion

The government is now more concerned about the paradigm shift in education system. Now there is a buzz word of 'Quality' of education everywhere. But we cannot revamp the education system without making the administration of institutions effective and efficient. And this can only be done with the usage of technology i.e. ICT in the educational management.

Recommendations

1. The federal and state government should introduce the use of ICT in Higher education
2. There should be provision of adequate and workable ICT facilities for the administrative purposes.
3. Government should ensure proper maintenance of those facilities and the use off ones should be replaced.
4. Proper training of ICT packages to be organized by the management for their staff

References

Adrie J. V., Phil. W. & Alex C.W. (2011). *Information technology in educational management: synthesis of experience, research and future perspective on computer-assisted school information systems*, Kluwer Academic Publisher

Emetarom, U.C. (2019). Resourcing in educational planning in Uwazurike C.U. (ed*.). Educational planning and national development.*

Eneasator, G.O. (2019). *Fundamentals of education administration in Nigeria.*

Ezeocha, P.A. (2019). *Educational administration and planning*

Goldhaber, G.M. (2014). Organizational communication

Kirby, P.C. & Ira, B. (2016). Information utilization of beginning principals in school restructuring, *Journal of Educational Administration*, Vol.3492

Marshal, G. & Mikko, R. (2018). *capacity building for it in education in developing countries*, Chapman & Hall, London.

Manz, C.C. (2016). Helping yourself and the master self-leadership supervisory management

Mgbodile, T.O. (2014). *Principles educational administration.*

Nolan (2018). Leadership appraisals. *Your management style for productivity 28, 36 -37.*

Nwachukwu, C. (2003). *Preventive management of stress in administration*.

Wolstenholme, E. et.al. (2013). *An evaluation of management information systems: A dynamic and holistic approach,* Wiley.

Vissher, A. J. (1991). School administrative computing: A framework for analysis, *Journal of Research on Computing Education*, 24(1), 1-19.

http://www.minfosystems.com/school-administration-solution

http://www.jstor.org/stable/2495

ENVIRONMENTAL LITERACY: IMPLICATION FOR SUSTAINABLE ENVIRONMENT IN NIGERIA.

NNAMUMA, OKEY FRANCIS
Educational Foundation and Administration
Nwafor Orizu College of Education, Nsugbe.
Email: nnamumaokeyfrancis2020@gmail.Com

Abstract
Man's exploitation and exploration of the environment and its resources in a bid to meet up with his day to day greedy taste and acquisitive tendency has yielded not only the intended or desirable results but also harmful effect that threaten the survival and continuation of both man and the environment. Hence, environmental literacy became a prerequisites in achieving a sustainable environment. This paper focused on the concept of environmental literacy and sustainable environment. The paper begins with introduction and conceptual clarifications. The stages and components of environmental literacy were also identified and explained. The implications of environmental literacy for sustainable environment were highlighted with conclusions and the paper recommended among others that environmental education should be rigorously pursued to ensure environmental literacy.

Keywords: Environment, literacy, environmental literacy and sustainable environment.

INTRODUCTION

The importance of the environment to human survival cannot be over emphasized. This is for the obvious reason that man depends on his inter-relationship with the environment for survival. However, man requires basic knowledge and interest in environmental issues to enable him protect and retain the environment for the present and future generations.

Man's environment consist of everything that surround him. It is the complex of physical, chemical and biotic factors that act upon him or an ecological community which ultimately determines its form and survival (Encyclopaedia Britannica, 2021). Therefore, man's environment is the aggregated of circumstances, objects and conditions that surround him with its complex physical, chemical, social, biotic and abiotic factors that man interact with, and which ultimately determines his forms and survival. The environment around man constitutes a life support system which include; the air we breath, the soil we stand, the water we drink and other biotic and abiotic factors. These are mostly nature gifts which provide man with all necessities of meeting up with his day to day life challenges.

In the primitive period, man interacted with his environment in a peaceful and healthy manner. He understood the significant of the environment and protected it through his primitive knowledge and value system. Uche (1996) asserted that during the precolonial period man interacted with the environment understood the need and actually protected it through what is referred to as customary and traditional values or systems. At this point, the environment rarely experience crisis and if any, it is natural and at slow pace.

In the course of time, man advanced in knowledge and continue to explore his surroundings to meet up his greedy taste, thereby make more demand on the life support system (available resources) of the environment leading to serious environmental crises. Salau in Eheazu (2013) noted that as man advanced in knowledge, taste and acquisitive tendencies, he makes more demands on resources within his environment and has caused serious changes in the ecosystem.

Also, as population increased over the years, resources use and availability become rather constrained and value system change and people now wanted things quick, big and faster. It is this human activities on the environment that resulted in serious environmental crises such as; global warming, desertification, drought, erosion and flood, acid rain, deforestation etc.

Literacy is popularly known to mean, the ability to read, write and compute in any language. UNESCO included Basic Learning Needs and Competence (BLNC) in the definition of literacy to go beyond the acquisition of the 3R's but to include knowledge, problem solving and life skills. This

prompted UNESCO to define literacy as the ability to acquire knowledge and skills that is indispensible to the performance of all activities necessary to play active role in ones group or community and whose achievement in reading, writing and arithmetic are such that enable one to participate in the life of one's community (Patrick and Ijah, 2013). Also, literacy involves a continuum of learning in enabling individual to achieve their goals: to develop knowledge and potential and to participate fully in their community and wider society (UNESCO Education Sector, 2004). Along this grain of thought, literacy is the acquisition of the reading, writing and arithmetic (3R's) skill that enable one to gain knowledge and reach one's potential and to participate fully in one's community and the wider world.

The United Nations Conference on Human Environment held at Stockholm in 1972 called for the development of Environmental Education (EE) as one of the most critical tool for an all out attack on the world environmental crises. Of special interest to this issue of concern for human environment is Agenda 21 of the Rio Conference which in its chapter 36 put special emphasis on education, assigning it a high responsibility in the move towards a sustainable global environment through the creation of awareness and understanding of the essence of environmental protection and maintenance (UNCED, 1992). Environmental literacy refers to persons environmental knowledge and skills as well as their attitude, values and behaviours towards the environment. (NAAEE, 2010: 10).

Sustainable Environment:- This is an environment that can meet up with the needs of the present generations without compromising the needs of the future generations. Sustainable environment involves making life choices that ensure an equal, if not better way of life for future generations. It is the practice of interacting with the planet responsibly in order to avoid depleting natural resource and compromising the future generation's ability to meet their daily needs (UNEP, 2021). Therefore, sustainable environment is the practice of responsible interaction with the environment to avoid degradation and degeneration in consideration of the future generation and allow long term environmental quality.

Concept of Environmental Literacy

This is the ability to understand, acquiring an action skill and confidence to make responsible or rational decision in/or about the environment in consideration of the future generation. According to Dissinger and Roth in Reserchgate (2022), Environmental literacy is essentially the capacity to perceive and interpret the relative health of environmental system and take appropriate action to maintain, restore or improve the health of those systems. Also, it is an individual understating, skills and motivation to make responsible decisions that considers one's relationship to natural system, communities and future generations. Environmental literacy is the desired outcome of environmental education which strives to provide learners with series of scientific information, skills for critical thinking, creative and strategic problem solving and decision making (Oregon Environmental Literacy programme, 2020). Environmental literacy refers to ones environmental knowledge and skills as well as their attitude, values, and behaviours towards the environment (NAAEE, 2010). This shows that an environmental literate person must be disposed to demonstrate his or her knowledge of the environment and acquire skills towards environmental issues and the likes of them. Environmental literacy comprises an awareness of and concern about the environment and it's associated problems; as well as knowledge, skill and motivation to work towards solution of current environmental problem and the prevention of new ones (NAAEE, 2010). This has continued to identify Environmental literacy as the primary goal of environmental education. The aim of every environmental education is to develop responsible environmental citizen who will be concerned about the total environment and its associated problems. For instance, Azubuike (2012) sees environmental education as the newest effort aimed at producing a learning process that will enable people take rational decision and elicit responsible behaviours towards environmental matters as they affect the quality of life on this planet earth. Therefore, development of environmental literate society is the paramount aim of environmental education so that people can live in harmony with the environment. In the acquisition of environmental literacy, there are steps which it must follow as; orderly comprehension, application, analysis, synthesis, and evaluation of the material as well as the intellectuals framework within which new information can be placed and manipulated.

Stages of Environmental Literacy

According to Roth (1992) there are three major stages of environmental literacy which include;

(a) Nominal Stage:- This is referred to as environmental literacy level one (ELLI). This indicates the ability of one to recorgnise the basic environmental terms used in communicating about the environment and to provide rough or simple, unsophisticated working definition of their meaning. In this stage, the learner just acquired the terms of the environment.

(b) Functional stage:- This is referred to as environmental literacy level two (ELL2). This stage or level show wider or broader knowledge and understanding of the nature and interaction between human social system and other natural system. In this, the learner can make nexus of the human activities on the environment and the natural system; and;

(C) Operational Stage:- This is referred to as environmental literacy level three (ELL3). This stage depicts progress beyond functional stage both breadth and depth of understanding skills. People at this stage routinely evaluate the impact and consequences of action, gathering and synthesizing pertinent information choosing among alternative, advocating action position and taking actions that work to sustain or enhance healthy environment. Therefore, people at this stage demonstrate a strong ongoing sense of investment and responsibility for preventing or remediating environmental degradation both individual and collectively and are likely to be acting at several levels from local to global. The characteristic attitude of the environmentally literate person at this level is well ingrained. They are routinely engaged in dealing with the world at large. Therefore, the environmentally literate person exhibits responsible environmental behaviours that must be overall (observable). He has acquired the requisite environmental knowledge, value etc. to generate action for sustainable environment both personally and collectively at both local and global level.

Components of Environmental Literacy

Campaign for Environmental Literacy (CEL) (2007), identified five components of environmental literacy with "AKASA" model of Tbilisi Declaration which specified five categories of goals and objectives of environmental education. The AKASA model is an acronym of the categories which are.

Awareness:- This is about holding general impression or consciousness about something. This include sensitivity to the total environmental issues and its allied problems;

Knowledge: - Developing knowledge about the environment requires more than acquisition of information or data. This involves a variety of experiences and understanding in/or about the environment and its problems;

Attitude:- Developing attitude of appreciation and concern for the environment is a subtle process that is difficult to deliberately programme. Thus, experiences in the environment such as those provided by nature and environmental centres ("non formal" education) are essential to gaining environmental literacy. This depicts appropriate behaviour, values, concerns and motivation to participate in environmental improvement and protection.

Skills:- Most people consider skill development to be a practical exercise often with an orientation towards a future career even though the difference between knowledge development and skill development can be imprecise. Skill development often is an essential part of a formal (or non formal) education programme. This indicates possession of appropriate capacity for identifying and solving environmental problems;

Action:- The ultimate (and perhaps most difficult) goal of environmental literacy is developing the capacity for action and participation. This requires adopting new behaviours which in itself is also a complex process. It often require all the steps as well as such elements as personal mentors and usually (though not always) outside the realm of both formal and non formal education. Note that, in the final step of action, environmental literacy is the capacity to act in daily life on a broad understanding of how people and societies relates to each other and natural system. This shows readiness and willingness to initiate or be involved at all levels in work towards solution of environmental problems. Environmental education is the process of developing that capacity.

Accordingly Simmon in Karimzadegan and Meiboundi (2012), environmental literacy to include six original parts as follows;
- Ecological knowledge
- Social-political knowledge
- Knowledge of Environmental issues
- Effective
- Cognitive skill
- Environmentally Responsible Behaviours

Implications of Environmental Literacy for Sustainable Environment

Environmental literacy in this perspective of human activities and environmental degradation is extremely important. This is because environmental literacy is the acquisition of the knowledge, skills and attitudes necessary to enable one make appropriate, responsible and rational decision towards the environment. According to Goulgouti, Plakitsi and Stylos (2019), environmental literacy empowers individual to make appropriate environmental related choices and act more responsibly towards the environment. Environmental literacy helps one gain knowledge of the environment with its allied problems and equip one with the necessary action to protect and retain a sustained environment. The behavioural approaches in Hungerford and Volk as reported in Sachitra and Kalu (2018) observed that the more opportune an individual has to enhance knowledge, the easier it is to change behaviour. This shows that the level of environmental awareness increases the interest to engage in the activities and behaviours or attitudes that will help to protect and retain the environment. According to Campbell-Arvai (2015) the knowledge and awareness level and interest of the people in environmental issues are decisive to engage in environmental protections. In other words, education is a key factor in this course, this is why environmental education has environmental literacy as its major goal in the fight against the environmental challenges. Environmental literacy is a crucial element that model and awaken the perceptions of the people and enhances the nexus between them and the environment. An obvious understanding of the cognitive imperative and behaviours of people constitutes a prerequisite for effective monitoring and prediction as well as management of the environment (Ajaegbo, 2012). Environmental literacy creates a set of understanding, skills, attitudes and habits of mind that empowers individual to relate to their environment in a positive way and to take day to day and long term action to maintain or restore sustainable relationship with other people and the environment (Roth in Eheazu, 2013).

Therefore, environmental literacy inculcates the desired awareness, knowledge, attitude, skill and action needed to interact responsibly and reasonably with the environment in order to avoid depleting and degradation of the environmental resources so as to satisfy the needs of the future generation at the same time.

Conclusion

Environmental literacy is an indispensible tool in ensuring sustainable environment. This is because environmental literacy is the capacity to perceive and interpret the relative health of environmental system with appropriate action to maintain, restore or improve the health of the environment. Environmental literacy is an individual understanding, skills and motivation to make responsible decisions that consider ones relationship with natural system and future generation. It strengthens an individual awareness creation, impartation of knowledge and skills for healthy living. Environmental literacy provides the people with awareness, knowledge, attitude, skill and action to tackle environmental issues. Therefore, environmental literacy provides basic learning needs and competence in perceiving, protecting and handling of environmental problems for sustainability.

Recommendations

The following recommendations are made;
I. Environmental education should be rigorously pursued to ensure environmental literacy.
II. Environmental literacy should be made to be the goal of every environmental education in the society.

References

Ajaegbo, A.N. (2012). Natural Factors and environmental Degradation, implication for environmental education in F. U Akuelo, K.A Azubuike and G.O. Eneasator (eds) *Ecological and Environmental Education. An introduction Lincel Publisher*.

Azubuike, C.G. (2012). The meaning, nature and scope of Environmental Education in F. U Akudo, K.A, Azubuike and G.O Eneasator (eds) Ecological and Environmental Education. An introduction Lincal publisher.

Campaign for Environmental Literacy (2007) Components of Environmental literacy. for environmental literacy.

Campbell,. Arvai V. (2015) Food related environmental beliefs and behaviours among university undergraduates: A mixed method study. International *journal of sustainability in Higher Education*. 16 (3); 279-295.

Dissinger, J.F and Roth C.E (1992). *Environmental Literacy*. Eric (Educational Revenue Informational Centre Digest, Columbus, Ohio; Eric clearing house for science, mathematics and Environmental Education (CSMEE).

Eheazu, B.A. (2013) Antecedents of Environmental Adult Education in B.A. Eheazu, C. N Barikor and I. S Nzeneri (eds). *Readings in Adult and Non formal Education* (1) University of Port-Harcourt Press.

Eheazu, C.L. (2013) The concept of Environmental Literacy in B.A. Eheazu C.N Barikor and I.S. Nzeruri (Eds). *Readings in Adult and non formal Education* . (1) 135-146. University of Port-Harcourt Press.

Encyclopedia Britanica (2021) Environment http://www.encyclopedia Britanica.com. Science env.

Goulgouti A, Plakitsi A. and Stylos. G. (2019) Environmental Literacy: Evaluating Knowledge, Affect and Behaviour of Pre-service Teachers in Greece. Interdisciplinary Journal of Environmental and Science education 15(1).

North American Association of Environmental Education (NAAEES) (2010) Guidelines for the preparation and professional development of Environmental Educators. Washington D. C NAAEE. http://eeducatednaaee.net/n/guidline/posts/guidline for the preparation.amp. professional development. environmental. educators

Oregon Environmental Literary Programme (2021) Environmental literacy.http://www.help.oregon state:edu>ololp-plan.

Roth, C.E. (1992) Environmental literacy:: its Root, Evolution and Directions in the 1990's US Massachuetts: Eric clering lahouse for Science, Mathematics and Environmental education (CSMEE)

Sachitra, K.M.V and Kaluarachihi G (2018) Environmental Literacy, interest and Engagement in Environmental activities; A shared understanding for undergraduates, Journal of Education, Society and behavioural Science 27(1) 1-11.

Patrick, J.M, and Ijah C.N (2013) Literacy Education: Relevance and Recent Approaches; in B.A Eheazu, C.N Barikor and I.S. Nzeneri (eds) in Reachings in Adult and non formal Education Vol.1. University of Port Harcourt Press.

Uche, T (1996) Nigeria Environmental Policies.U.S Information Agency/Clerkl Atlanta University workshop on enhancing skills of Environmental non-governmental organization 2-13 December 1996.

Karimzadegan, H. and Meiboudi H. (2012) Exploration of Environmental Literacy in Science Education Curriculum in Primary school in Iran. Proceeds Social and Behavioural Sciences 46 (404-409) ELSIVER.

UNCED (1992) Agenda 21: Programme of action for sustainable Development (Rio Declaration on Environment and Development) New York: United Nations.

UNESCO Education Sector (2004) The Plurality of literacy and its implication for policies and programme paper for United Nations Educational Scientific and cultural organization.

UNEP (2021) Environmental Sustainability http://www.inspirecleanenergy.com.blog.

PERCEIVED PROBLEMS OF UNASSERTIVENESS AMONG STUDENTS TOWARDS FUNCTIONAL GUIDANCE IN NWAFOR ORIZU COLLEGE OF EDUCATION NSUGBE, ANAMBRA STATE

OKEKE, ARINZE KINGSLEY
Department of Educational Psychology/guidance and Counselling
Nwafor Orizu College of Education Nsugbe
Anambra State
Email: okekearinze84@gmail.com

NWAWUBE, MARTINA CHIBUGO
Department of Educational Psychology/ Guidance and Counselling
Nwafor Orizu College of Education Nsugbe
Anambra State
Email: martinanwawube@gmail.com

Abstract
This examines perceived problems of unassertiveness among students towards Functional Guidance in Nwafor Orizu College of Education Nsugbe. It was a descriptive survey design with three research questions.Total population for the study was 501 students. Simple random sampling technique was used to select the sample of 200 students for the study. *The instrument used for data collection was a structured questionnaire developed by the researchers titled "Perceived Problems of Unassertiveness among Students" (PEPOUS).The reliability of the instrument was determined using Cronbach Alpha estimate and it yielded a co-efficient of 0.87. Mean and standard deviation scores were used to answer the research questions. The findings of the study revealed that students perceived problems of unassertive behaviour as an inhibition of expected social behaviour, together with feelings of tension, shyness and awkwardness. More so, reasons behind the unassertive behaviour of students in Nwafor Orizu College of Education include: Lack of skills of assertive communication, inferiority complex, as well as harsh punishment from home. Based on the above findings, it recommended that among other things that school authorities should organize orientation, individual counselling, group guidance, and lecturers should also give students motivational talks to encourage unassertive students to participate fully during group discussion in the classroom which can aid the development of assertive skills. Also, professional counsellors should help to stimulate student's assertiveness through practicum exercise.*
Keywords: Unassertiveness, guidance, students

Introduction
In our society today, people's rights are trampled upon. So also in schools, social gathering, workplace, homes, etc where some people even when they are wronged cannot complain about it. In our schools, for some students to speak up is a problem in public or classroom due to shyness or problem of anticipatory anxiety. Non-assertion involves violating one's rights by failing to express honest feelings, thoughts, and beliefs or expressing timid, apologetic, diffident or self –effacing manner that they can easily be discarded or ignored. According to Crozier (2017), an assertive student can be made assertive. If the student environment is restructured in such a way that the student is prevented from living a withdrawn type of life because of shyness, fear that is imagined than real (anticipatory anxiety) .With this he/she can learn to live more comfortable among people without anxiety.

Okeke (2018) stated that many students do recognize that they are being taken advantages of, but have difficulty of saying "no" to others, they do not see themselves as having these fears and anxiety but feel depressed, unsatisfied or unfulfilled leading to undesirable behaviour .The student who behaves assertively is at distinct advantage over those who behave non-assertively or

aggressively. Those who behave non-assertively are likely to find that they are not really in control of their studies and their sincere desire to create an effective, pleasant learning environment is not fulfilled. Until such student in this condition (unassertive) recognize that their right are being denied and decide to correct the situation that they will be free of the problems.

Therefore; an experienced counsellor or behaviour modifier is needed to help these students' problems to logical conclusion. Umezulike and Eneasator (2011) in Okeke (2017), defined a counsellor as a trained expert with enough psychology necessary to understand and foretell human nature. In addition to his psychological groundedness, a counsellor is trained personnel in test construction and administration. He possesses demonstrable theories needed to understand clients' problems and be in a position to offer assistance. The counsellor talks to unassertive student about the appropriateness of being assertive in a specific situation that concerns him.

Conceptual Framework

Unassertiveness

According to Oxford Advanced Learner's Dictionary assertive is defined as making others recognize something by behaving firmly and confidently: to be firm in one's authority, independence and rights. An individual who behaves in a confident manner that attracts attention and respect is said to be assertive in his or her behaviour. Unassertive students do not say something clearly and truly due to their anticipatory fear or anxiety. Being unassertive according to Abidi and Ifrah (2016), means not being able to stand up for one's right or other people's rights in a calm and positive way, without being aggressive, or assertively accepting 'wrong'. Unassertive students are unable to get their point across to the classmate without upsetting others, or becoming upset themselves.

Buss (2015) defined unassertive behaviour as an inhibition of expected social behaviour, together with feelings of tension and awkwardness. In stronger form, unassertive is referred to as social anxiety. According to American Psychiatric Association (2019) unassertive behaviour are characterized by not expressing one's feelings, needs and ideas ignoring personal rights and allowing others to infringe upon them, usually those with unassertive behaviour are emotionally dishonest and self-denying. A similar name to unassertive behaviour is shyness. Thus; shyness is a common problem that affects many students both in primary and tertiary institution. Many of the students have found themselves in a situation where they feel a little worried about meeting new people or being in an unfamiliar situation.

Consequently, some students find the school and emotional demand of school a great trial because the school is characterized with individual with different behaviour. Durmus (2015) also described unassertive behaviour as a character trait, an attitude or a state of inhibition. In the words of Leary and Downs (2016), sees assertiveness as shyness and an affective behaviour syndrome characterized by social anxiety and interpersonal inhibition which results from the prospect or presence of others of interpersonal evaluation. He also proposed that unassertive is totally a psycho-social phenomenon, and that it should be defined in terms of both social anxiety and inhibition. Unassertive behaviour is a form of excessive pre-occupation with one's thoughts, feelings and physical reactions in which he/she always feels inferiors in the mix of others (Butler, 2015). It may range from mild social awkwardness to totally inhibiting social phobia. The reactions for assertive behaviour can occur at any of the following levels; cognitive, affective, physiological and behavioural. It may also be triggered by a wide variety of arousal cues (Henderson and Zimbardo, 2016).

Egbochuku (2008) stated that non –assertive behaviour among students encompasses the inability of a person to "act in his or her own best interest, not being able to stand up for herself or himself without undue anxiety not been able to express honest feeling comfortably, or to exercises personal rights. The non-assertive student is evasive, flustered, too nice, is taken advantage of, creates unclear expectations, inhibited, anxious, self blaming, is treated unfairly and begs (Carew, 2021). In the word of Nwankwo (2011), highlighted factors of unassertive behaviour among students to include: lack of skills of assertive communication creates timidity among students, submissive students always do others wish instead of what/he or she wanted to do, inferiority complex, harsh punishment at home, death of parents, child abuse and bullying.

Kendra (2018) opined that behaving non-assertively by students involves and underlying

desire to avoid conflict at all costs, to avoid hurting the feelings of other students, or to avoid losing the affection of others around him or her by behaving in such a manner, one indirectly shows lack of self-respect by allowing one's own rights to be violated. One also shows lack of respect for the ability of others to handle disappointment, responsibility or the consequences of their own behaviour. Unassertive behaviour is a negative approach to student communication which is a problem to student in other to have functional guidance in school.

Functional Guidance

Blanchard and Flaum in Okeke (2001) explained guidance as the purposeful direction of the growth of the individual in his five worlds. These five worlds in which every individual lives are the physical, mental, social, emotional and psychological. Ezeji (2001) wrote that guidance is a term used to denote the process of helping an individual to gain self-understanding so that he can adjust maximally to home, school or community environment. Okeke (2017) in Nwokolo (2011) saw guidance as the process of assisting an individual to understand himself and his world better; and thus be better equipped to solve life problems. More so, he asserted that guidance is a continuous process, such that it is a regular service required at every stage for every person; not only for awkward situations and abnormal people. It is a positive programme geared to meet the needs of all people. It is needed right from early childhood, adolescence through adulthood and old age.

Statement of Problems

Students' performance in secondary and tertiary institutions both in academics and social settings have degenerated to the expectations. Thus, most of them find it very difficult to express their own opinions on issues affects them with others because of low-self esteem, hence their interests and rights are being suppressed. Unassertiveness has made some students develop unnecessary phobia among their counterparts, during lectures discussion, sometimes the student may think that he/she has done something wrong, but have no clear idea of what it was. Unassertive behaviour creates insecurity among students, inferiority complex, low self concept, and creates negative feelings and resentment among people around them. The irony of unassertive students is that majority of them find it difficult to express themselves in the mix of others or defend themselves in an outspoken manner without feeling of shyness and self doubt. These situations have affected so many Nigerian students in many respects. For instance, most of them fail examination they would have ordinarily passed, loose opportunity they would have gained successfully, become highly intimated on issue of common interests, have their rights denied.

Unemployment rate in Nigeria today is at increase as a result of lack of ability of graduates to defend themselves in a job interview. Teachers and concerned individual especially counsellors have attributed to the cause of unassertive behaviour among students, because they are unable to guide the student to show a strong and confident personality. It is based on the above issues that the researchers were motivated to examine the perceived problems of unassertiveness among students towards functional guidance in Nwafor Orizu College of Education Nsugbe in Anambra State.

Theoretical review

Self Determination Theory (SDT) (Deci & Ryan, 1985) The self-determination theory was developed by Deci and Ryan at the University of Rochester. The self determination theory represents a broad framework for the study of human motivation and personality. The theory states that man is born with an intrinsic motivation to explore , absorb and master his surroundings, and that true high self-esteem is reported when the basic psychological nutrients, or needs of life (relatedness, competency and autonomy) are in balance (Nayler, 2005). Nayler (2005) further posits that: *"SDT argues that true authentic self-esteem is stable and secure when people are most alive and vital, fully functioning and motivated, when all their 'needs ' are satisfied. SDT hypothesizes that those with true self-esteem are not concerned with it at all", (para. 10)* The stance of the self determination theory presents self-esteem as a continuous struggle to maintain balance of the 'need of life' (relatedness, competency and autonomy). This implies that self-esteem can be stable or maintained only when relatedness, competency and autonomy are kept in a balance. Any threat or infringement on these needs of life will affect the self-esteem of the individual. This implies that lack of self-determination is sine qua non for

unassertiveness that impedes the progress of students in their academic work .It is on this basis that this work is anchored on Unassertiveness among students towards functional guidance.

Empirical review

Abraham (2014), also conducted a study on "The Effects of Shyness and low Self- Esteem on the Reported Academic Performance of secondary school students in Meyama Secondary schools in Nassarawa State" This study examined the role of shyness and self-esteem on the reported academic performance of undergraduates. 223 participants (109 males and 114 females) completed the 20-Item shyness scale, the State Self-Esteem Scale (SSES) and indicated the range of their Grade Point Average (GPA) or Cumulative Grade Point Average (CGPA). The One-way Analysis of Variance (ANOVA) and the Univariate Analysis of Variance (ANOVA) were used to test the hypotheses. The findings revealed that shyness and low self-esteem do affect academic performance, while self-esteem has a negative effect on academic performance. There is a research gap which makes it very difficult to assess studies involving problems of unassertiveness among students. Therefore, as the gap exists, there is then need for this study to examine perceived problems of unassertiveness among students towards functional guidance in Nwafor Orizu College of Education Nsugbe, Anambra State.

Purpose of the Study

The major purpose of this study was to examine the following objectives:
1. To examine students' perception of assertive behaviour among students
2. To find out the causes of unassertive behaviour among students
3. To find out measures that can be used to reduce unassertive behaviour among students

Research Questions

The following research questions guided the study:
1. What are students' perceptions of unassertive behaviour among students?
2. What are the causes of unassertive behaviour among students?
3. What are the measures that can be used to reduce unassertive behaviour among students?

Method

The study adopted the descriptive survey research design. The population comprised 501 year three Guidance and Counselling students of Nwafor Orizu College of Education Nsugbe, Anambra State, Nigeria. Simple random sampling technique was used to draw 200 students from the population as sample. A structured questionnaire titled *"Perceived Problems of Unassertiveness among Students" (PEPOUS) with reliability coefficient of 0.87 established using Cronbach Alpha estimate. The instrument was structured on a four point rating scale of Strongly Agree (SD = 4points), Agree (A=3point), Disagree (D=2points) and Strongly Disagree (SD=1). Means rating between 0 – 1.44 is rated as SD, 1.5 – 2.44 is rated as disagree, 2.5 to 3.44 is rated as agree while 3.5 to 4.0 is rated as strongly disagree. The instruments administered were all returned implying a 100% return rate. Mean and standard deviation scores were used to answer the research questions.*

Results

Research Question 1: What are students' perceptions of concept of unassertive behaviour among students?

Table 1: Mean scores of students' responses perception on unassertive behaviour among students

S/N	Items	N	X	S.D	Decision
6.	Inadequate skills of assertive communication create timidity among students.	200	3.43	0.75	A
7.	Excessive submissive students always do what others wish instead of what he/she wants.	200	3.25	0.82	A
8.	Inferiority complex did not contribute to unassertive behaviour.	200	3.38	0.79	A
9.	Harsh punishment at home can lead to unassertive behaviour among students.	200	3.43	0.75	A
10.	Death of parents can cause students unassertive behaviour.	200	3.47	0.72	A

Summary of result in table2 shows that the respondents (students) agreed on all the items as the causes of unassertive behaviour among students of Nwafor Orizu Federal College of Education Nsugbe, Anambra State withdeath of parents (Mean = 3.47) and harsh punishment at home cum inadequate skills of assertive behaviour (Mean = 3.43) ranking highest among the causes of unassertive behaviours of the students. The implication of the result is that psychological challenges mostly stemming from the home as well as poor knowledge of assertive communication and behavioural traits instigates unassertive behaviour among students.

Research Question 3: What are the measures students can use to reduce unassertive behaviour?

Table 3: The mean score responses of the measure to reduce unassertive behaviour among students

S/N	Items	N	X	S.D	Decision
11.	Organizing orientation, seminar on students' temperament can create awareness of the underlying feelings causing ones behaviour and can help develop assertive skills among students.	200	3.55	0.53	SA
12.	Motivational programme on media like radio and television self-esteem.	200	3.45	0.61	SA
13.	Professional counselling by school counsellors will help to stimulate students' assertiveness.	200	3.59	0.48	SA
14.	Teachers should motivate and assign students to reading of motivational books which can aid the development of assertive skills among them	200	3.51	0.58	SA
15.	Teachers should assign students debating topics for competition and group discussion in other to enable unassertive students develop assertiveness	200	3.53	0.55	SA

Summary of result in table 3 shows that the respondents (students) strongly agreed on all the items as themeasures students can use to reduce unassertive behaviour in Nwafor Orizu Federal College of Education Nsugbe, Anambra State with professional counselling by school counsellors to stimulate students' assertiveness (Mean = 3.59) and organizing orientation, seminar on students' temperament can create awareness of the underlying feelings causing ones behaviour and can help develop assertive skills among students (Mean = 3.55) ranking highest among the measures to reduce unassertive behaviour among students. The implication of the result is that the measures when effectively implemented would help in addressing the issue of unassertive behaviour among students.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

The study concluded after findings that students see unassertiveness as an inhibition of expected social behaviour, together with feelings of tension and awkwardness. Also causes of unassertiveness among students include timidity, exceseeive submissive of students always do to others wish instead of what he /she wants to do, inferiority complex, and harsh punishment at home as well death of parents. Finally, unassertiveness among students can be reduced through orientation and seminars on students 'temperaments, motivational programme like radio and television on self-esteem, peer group influence; professional counselling by school counsellors among others can reduce unassertive behaviour among soundesttowards functional guidance in Nwafor Orizu College of Education Nsugbe, Anambra state.

Recommendations

Based on the findings and conclusion of this study, the following recommendations were made. They include:

1. Professional counsellors will help to stimulate students' assertiveness through individual and group counselling.
2. School counsellors will also help to organize group guidance for students in other to initiate group interaction thereby reducing unassertive behaviour of the students.
3. School authorities through the help of school counsellors or teachers should organize orientation and seminars on student's temperaments in order to create awareness of the underlying

feeling causing one's behaviour and can help to develop assertive skills among secondary school students.

4. Teachers should give motivational talks to students as well as encouraging unassertive student to participate fully during group interaction to aid the development of assertive skills.

5. Parents and care givers should motivate and assign students to reading of motivational books at home to aid assertive skills in their behaviours.

References

Abidi, M. &Ifrah.S (2016). Effects of shyness on the adjustment of high school Children. *Baharia Journal of professional psychology,* 11(1), 4-18.

American Psychiatric Association (2019). Anxiety disorders: *In diagnostic and statistical Manuel of mental disorders*.4th Ed, text review, 450-456. Washington DC.

Buss, A.H. (2015).A theory of shyness .In jones, W.H, Cheek, J.M. Briggs, S.R. (Eds).*Shyness: Perceptive on research and treatment* . Plenum Press

Buteler, A.L (2015).Secondary transition experiences: Analyzing perception, academic self-efficacy, academic adjustment, and overall impact on college Students' .*Journal educational Psychology* 2(7)66-69

Carew, F.C. (2021). Competence –based certification for secondary schools and counsellors: An expository study. *The Counsellor* 8(1), 78-93.

Crozier, A, (2017). Relationship between shyness and self –esteem in the elementary school. *Journal of elementary education,* 3 (6), 36-40

Durmus, J.K. (2015). *Theory of unassertiveness in human development*: New York University Press.

Egbochuku, E.O (2008), Emotional development .In Egbochuku E.O. Alude O.O. (ed). *The basis of developmental psychology* . Ambikpress. pp 70100.

Ezeji, S.C.O.A. (2001). *Guidance and Counselling in Education*. Chulbuson International Press.

Henderson, G.I &A.L. Zimbardo. (2016).*Career guidance* .London Heinceons. Educational Books

Kendra, C. (2018). *Carl Rogers's non-directive approach to therapy*: http://psychology.abot.com/.

Leary U, H, & Downs I, E, (2016). *Socio-metric theory.* New York University Press

Nwankwo, O.C. (2011). *A practical guide to research writing* (*Revised Edition*). Pam Unique Publishers.

Nwaokolo, B.I. (2011). *Teacher's perception of the factors militating against effective functioning of guidance and counselling in Nsukka Educational Zone*. An unpublished master's thesis submitted to the Department of Educational Foundations (Guidance and Counselling), Faculty of Education, University of Nigeria, Nsukka

Okeke, B.A. (2001). *Essentials of special education*. Nsukka.Afro-Orbis. Publication Ltd

Okeke .A.K (2017).Counsellors' competence as indices for counsellees attraction in public secondary schools in Anambra state, Nigeria. *Journal of Guidance and Counselling Studies* 20, (4), 86-95

Okeke M.U. (2018). Meeting the students needs through the collaboration of school personnel. *The Counsellor*, 19(1), 23-30.

ASSESSMENT OF SOCIAL STUDIES PROGRAMME IN PRODUCTION OF EFFECTIVE CITIZENSHIP IN COLLEGES OF EDUCATION IN SOUTH EAST NIGERIA

MRS. EZE CHINYERE N.
Department of Social Studies
Federal College of Education Technical Umunze, Anambra State.
E-mail: chinyeree603@gmail.com

Abstract

The paper focuses on assessment of social studies programme in production of effective citizenship in colleges of education in South-East Nigeria. A survey research design was adopted for the study. The population is made up of seven government owned colleges of education in South-east geo-political zone of Nigeria. Purposive sampling technique was used to sample seven (7) colleges, while simplerandom sampling was used to sample three hundred respondents. The instrument for data collection is a structured questionnaire which was validated by two experts in social studies and measurement and evaluation. The data collected with analyzed with mean statistics. The findings of the study showed that ineffective citizenship manifests in colleges of education through examination malpractices, sex for high grade, cultism, commercialization of admission of students, bribery, drug abuse among others. The paper also discovered that the content of social studies programme that made provision for effective citizenship are citizenship education, national values, political socialization, national identity, and patriotism, conclusion and relevant recommendations were made. Recommendations among other are that qualified social studies teachers/lecturer be employers to teach in our colleges of education.

Key words: Social studies, Citizenship, Colleges, Education, Assessment, programme

Introduction

The present economic, social and religious problems of Nigerian nation can be traced to the fact that effective or good citizens are produced in a greater number in the country. The efforts of the government in the process of promoting the desired attitudes, values, knowledge and skills which will lead to the creation of a disciplined citizenry in Nigeria supports the assumption made above. There is evidence from empirical studies in some western societies to support the thinking that citizens are made but not born (Agwu, 2019). This is because societies that want to ensure their continuity have to socialize their citizens towards the achievement of that ultimate objective. Studies on adult and even children's political socialization have shown that mobilizing and socializing the citizens lead to the creation of a viable political community (Okafor, 2013). Mezieobi (2014) suggested that should have to make deliberate efforts to ensure the creation of effective citizens who will in turn create a viable political system. , The process of creating effective citizens in any nation takes a lot of time. This is why it is necessary that children are exposed to the very basic political socialization as provided in the social studies curriculum in Nigerian schools. Okafor (2009), is of the view that if children are exposed to political education in their formative age, they may grow up into adults who would have internalized their basic civic obligations that will make them effective citizens.

Effective Nigerian citizen is that person within or outside the school system who has good knowledge of the Nigerian leaders, institutions and their roles at the federal, state and local government levels, possesses some favourable or positive disposition or orientations towards the structure of authority including the government and its leaders; has internalized these norms associated with political involvement. According to Arinze (2011), effective citizens are needed if the Nigerian political culture is to be fully developed. Without developing a virile political culture, citizens may not

identify with the ideals of the nation, new attitudes and new orientations cannot be created. The ingredients of nation building such as patriotism, nationalism, self-reliance, loyalty and honesty are grossly lacking in the citizens where the political culture of the nation has not been fully developed.

A critical assessment of our colleges of education showed that effective citizens are not produced in greater number. There are many malpractices going on in the nation's colleges of education. Nothing seems impossible and too bizarre to be accomplished by students who are aided and abetted by their lecturers who are supposed to be beckons of honesty, discipline and morality. Some of the lecturers in Nigeria colleges of education would not bat an eye lid to compromise themselves and mortgage their conscience for money. Ineffective citizenship, manifests itself in the following actions of students and lecturers:

- ***Examination Malpractices:*** It is a dangerous effect that has eaten deep into the fabrics of Nigerian colleges of education. It has done irreversible damage to the credibility of the certificates being awarded by the colleges of education. Such practice has effect on our country as a nation and has almost made out country a laughing stock at the international level. Omotayo (2008), observed that the wave of malpractices should not be blamed on the student alone. According to him, students are compelled to study under intense pressure and under very stressful conditions imposed on the students by inadequacies in the colleges of education in which they learn.

- ***Sex for high grade:*** Some female students offer sex to lecturers to obtain high grades. In some cases, some morally deprived lecturers demand sex from their female students as a condition for passing their courses. The case of Professor Richard Akindele of Obafemi Awolowo University, Ile-Ife Osun State who was caught on audio-tape soliciting for rounds of sex from Miss Monica Osagie to upgrade her scores is still fresh in the mind (Omotayo, 2008).

- ***Cultism:*** Almost all the tertiary institutions in Nigeria are notorious for one cult on group the other. Agwu (2019) asserted that the lecturers who are not cult members are threatened and compelled to change the examination marks of those cult members who fail their courses under duress.

- ***Commercialization of Admission of students:*** Some colleges of education have commercialized admission of students. It is observed that those who passed their university matriculation examination are made to pay fees ranging from ten thousand to twenty thousand naira for post university matriculation examination and when they are finally offered admission, the students are made to pay mandatory acceptance fees(Omotayo, 2008).

- All these negative activities in our colleges of education showed that effective citizens or good citizens are not found in a in greater majority. Social studies education programme which major aim is to produce good citizens needs to be assessed and made functional in its roles in producing effective citizens in Nigerian society. Other corrupt practices which have eroded the virtues of effective citizenship in our colleges of education are bribery, frauds, embezzlement of public funds, extortion and favouritism. All these are mechanism of abuse of power or position. If bad behavior is prevailing in a place, others would just easily imitate that behaviour. The excuse is that everybody is doing it. Thus, corruption encourages further corruption especially if the culprits go unpunished.

Social studies education as a field of study aims at inculcating some knowledge, skills as well as values and attitudes that will enable students fit into, and also contribute to the progress and well being of the society to which they belong. According to Okafor (2009), and Mbamba (2007), the contents of social studies needs to be overhauled and made more effective, such as; citizenship education, national values, political socialization, national identity, patriotism among others are meant to produce good citizens who would take after the present crops of leaders.

It is observed that social studies education does not seem to have taken a firm root in the Nigerian education system. Okafor (2013), stated that the impact of social studies in helping to create effective citizens has not been properly felt. Some of the teachers/lecturers who are recruited in our

colleges of education to teach social studies are not qualified to teach this subject. It is believed that any teacher can teach social studies; hence specialists in philosophy, public administration, economics, social work are employed to teach social studies (Okafor, 2009). This does not help the growth and development of social studies in Nigerian colleges of education and will not allow the nation to achieve the specified objectives of the course/subject. According to Ofoefuna (2016), the modern trend is recruitment of teachers through complimentary cards, phone calls and personal contacts with the provost, top government officials and friends of those in top management positions. Recruitment of social studies teachers through this method cannot give us the best. The more disturbing aspect is that some of these people drafted to the classroom through these methods have no regard and respect for the culture of the system, they do not have the wherewithal to impact anything meaningful to the students.

Following the fact that most teachers of social studies are inadequately trained, the choice and use of an effective instructional strategy a problem (Mbamba, 2007). It has been noted that most of these teachers use traditional methods of teaching, i.e. chalk and talk. One of the recent teaching method considered good/effective adopted to teach social studies is inquiry oriented method and this requires careful planning (Okafor, 2006). An unquantified social studies teacher does not know this and it posses problem to the teaching of social studies.

Inappropriate evaluation of social studies instruction has made the content taught to the students ineffective. For many social studies teachers, evaluation has a fixed period, mid semester, end of the semester when it should be done. This is one of the reasons for most Nigerian students to have developed mainly the cognitive domain at the expense of the other two domains. The emphasis on evaluating knowledge rather than values, attitudes and feelings is based on the fact that character is not largely independent of knowledge (Jarolimek, 2003). However, Iyortsuun (2000), opined that testing for values, attitudes and feelings requires different techniques other than those used for cognitive aspect of learning. He explained that, to evaluate typical behaviour in the affective domain (attitudes, values and feelings), teachers may have to rely on systematic but informal observation of students behaviours in real, non-test situations. Many social studies teachers face difficulty in this area.

Okafor (2009), and Mezieobi (2014) observed that a wide spread misrepresentation and under coverage of the major themes, concepts, topics and sub-topics that should form the content of the social studies curriculum have made it ineffective and non-functional in attaining its objectives especially producing effective citizens. Also, inadequate provision of physical resources such as resource room, classrooms, libraries, instructional materials have not helped matters. Lack of motivation and supervision of teachers are some of the impediments for the actualization of the objectives of social studies education in Nigerian colleges of education.

Research Questions

The study was guided by the following research questions:
1.   How does ineffective citizenship manifests in Nigerian colleges of education?
2.   What are the content of social studies programme that make provision for effective citizenship?
3.   What are the impediments of achieving effective citizenship through social studies education?

Method:

A survey research design was adopted for the study. The population is made up of seven (7) government owned colleges of education in South East geo-political zone of Nigeria. The instrument for data collection is a structured questionnaire which has eighteen (18) items designed to elicit information on assessment of social studies programme for production of effective citizenship in colleges of education in South East Nigeria. The instrument was validated by an expert in social studies education at University of Jos, Plateau state and expert in measurement and evaluation at Federal College of Education Technical, Umunze, Anambra State.

The reliability of the research instrument was determined through a measure of internal consistency of the items. The Cronbach Alpha was used to establish the reliability coefficient or index of 0.75. This measure is good for the instrument to be considered reliable. For data analysis, the research questions were analyzed using mean. Mean of 2.5 and above isconsidered high and

effective,mean below 2.5 isconsidered low and ineffective.

Results

      The result of data analysis were all presented in various tables.

Research question 1: How does ineffective citizenship manifests in Nigerian colleges of education?

Table 1: Mean rating scores on how ineffective citizenship manifests in Nigerian colleges of education.

S/NO	ITEMS	$\overline{x}$	REMARK
1.	Examination malpractices is a sign of ineffective citizenship.	2.8	Accepted
2.	Sex for high grades	2.6	Accepted
3.	High rate of cultismCultism in colleges of education	3.1	Accepted
4	Commercialization of admission of students?	2.7	Accepted
5	Favouritism	2.5	Accepted
6	Bribery and corruption	3.5	Accepted
7	Embezzlement of public funds	3.2	Accepted
8	Drug abuse	2.8	Accepted

Source: Field Survey, 2022.

      The result presented in table one showed that items 1-8 were rated high by the respondents. This was indicated from their respective mean scores which are above the criterion of acceptance fixed at 2.5 and above. It means that ineffective citizenship manifests in colleges of education through examination malpractices, sex for high grades, cultism, commercialization of students admission process (Agwu, 2019) favouritism, bribery, embezzlement of public funds and drug abuse.

Research Question 2: What are the contents of social studies programme that makes provision for effective citizenship?

Table 2: Mean rating scores on the contents of social studies programme that makes provision for effective citizenship.

S/NO	ITEMS	$\overline{x}$	REMARK
9	Citizenship education	3.5	Accepted
10	National values	2.8	Accepted
11	Political socialization	3.1	Accepted
12	National identity	3.2	Accepted
13	Patriotism	3.5	Accepted

Source: Field Survey, 2022.

      The result presented in table two shows that items 9-13 were rated high by the respondents. This was indicated from their respective mean scores which are above the criterion of acceptance fixed at 2.5 and above. It means that the content of social studies programme that makes provision for effective citizenship are citizenship education, national values, political socialization, national identity and patriotism.

Research Question 3: What are the impediments of achieving effective citizenship through social studies education?

Table 3: Mean rating scores on the impediments of achieving effective citizenship through social studies education.

S/NO	ITEMS	—	REMARK
14	Some teachers/lecturers of social studies are not qualified to teach the subject	3.5	Accepted
15	Some of the teachers of social studies are recruited through the back door	3.1	Accepted
16	Some of the social studies teachers lack appropriate methodology of teaching the subject	2.8	Accepted
17	Inappropriate evaluation of social studies instruction	3.2	Accepted
18	Under coverage of major concepts and topics of social studies	2.7	Accepted

Source: Field Survey, 2022.

The result presented in table three showed that items 14-18 were rated high by the respondents. This was indicated from their respective mean scores of which are above the criterion of acceptance fixed at 2.5 and above. It means that some the impediments of achieving effective citizenship through social studies education are that some teachers of social studies are not qualified to teach the subject, some teachers of social studies are recruited through the back door, some of them lack appropriate methodology of teaching, inappropriate evaluation and under coverage of major concepts and topics of social studies.

Discussion of Findings

The results of the findings inresearch question one showed that ineffective citizenship manifests in Nigerian colleges of education through examination malpractices, sex for high grades, cultism, commercialization of admission of students, favouritism, bribery, embezzlement of public funds and drug abuse. The result is in support of what was stated by Omotayo (2008), and Agwu (2019), that the wave of examination malpractices should not be blamed on the students alone but on college management inability to provide adequate teaching and learning facilities.

The result of the findings in research question two showed that the content of social studies that makes provision for effective citizenship are citizenship education, national values, political socialization, nation identity, and patriotism. These results are in agreement with Okafor (2009), and Mbamba, (2007) who asserted that the contents of social studies such as citizenship education, national values, political socialization are meant to produce good citizens who would take after the present crops of leaders.

The result of findings in research question three showed that some of the impediments of achieving effective citizenship through social studies education are inadequate number of qualified social studies teachers/lectures, some of the social studies teachers/lecturers are recruited through the back door, some of the social studies teachers lack appropriate methodology of teaching the subject, inappropriate evaluation techniques, and under coverage of major concepts and topics of social studies. These results are in line with Ofoefuna (2016), who observed that the modern methods of recruiting teachers in our colleges of education is through complimentary cards, phone calls and personal contacts with the provost, top government officials and friends of those in top management positions. Recruitment of social studies teachers through this method cannot give us the best.

Conclusion

Social studies education programme is aimed at producing effective citizens in the society. The contents of social studies such as citizenship education, national values, patriotism, national identity, political socialization are meant to inculcate appropriate values, knowledge, skills and attitudes that will enable students fit into, and contribute to the progress and wellbeing of the society which they belong. The impact of social studies in helping to create effective citizens has not been properly felt due to obvious reasons; employment of unqualified social studies teachers, poor methods of teaching, inappropriate evaluation of social studies instruction, under coverage of the major themes, and

inadequate physical resources have been some of the serious impediments to achievement of social studies objectives in Nigerian colleges.

Recommendations

Based on the result of finding, the following recommendations were made;

1. Qualified social studies teachers should be employed to teach in our colleges of education.
2. Laid down rules should be followed in recruiting teachers in our colleges of education.
3. Social studies teachers should be exposed to capacity building workshop trainings and conferences to update their knowledge and teaching methods.
4. Government should provide adequate infrastructural facilities for teaching and learning of social studies.
5. Preparatory teachers in social studies should be adequately supervised and monitored to ensure coverage of major concepts and topics.

References

Agwu, S. (2019). The education report. *Daily Sun newspaper*, June 4, 2019, p. 27.

Arinze, F.O. (2011). Dialectics of human society: *Reading in social studies*. Onitsha: Samba-Collins Printing and Publishing Co.

Iyort-suun, P. (2000). Introduction to teaching of social studies. *Unpublished monograph*. Federal College of Education, Obudu, Cross River State.

Jarolimek, H.U. (2003). Social Studies competencies and skills: *Learning to teach as an instructor*. New York: Macmillan.

Mbamba, J.O. (2007). The role of social studies education in nation building. *Nigeria Journal of Humanities and Social Sciences* Vol. 1 p. 204-205.

Mezieobi, K.A. (2014). *Ethnicity in Nigeria:* Re-ethnicizing road map. Owerri: Priscilla Omama Publishers.

Ofoefuna, M.O. (2016). Teaching and cheating, the paradigm shift and the needed change by educational technology. *Second inaugural lecture series*, Nwafor Orizu College of Education, Nsugbe. Onitsha: West and Solomon Publishing Company.

Okafor, V.E. (2006). Effect of inquiry method on students' achievement and interest in social studies. *Unpublished Masters Degree Thesis*, Nnamdi Azikiwe University, Awka, Anambra State.

Okafor, V.E. (2009). Challenges of Implementing Social Studies curriculum in Anambra State Post-Primary Schools. International Journal of Higher Education Research Vol. 1, p. 4-8.

Okafor, V.E. (2013). Nation building in Nigeria: Problems and Prospects. Germany: Lambert Academic Publishing.

Omotayo, D.M. (2008). The state of university education and academic excellence in Nigeria. Journal of Qualitative Education 4(4) 14-19.

CONFLICT MANAGEMENT STRATEGIES OF ADMINISTRATORS OF TERTIARY INSTITUTION IN ANAMBRA STATE

EMERE, OGECHUKWU NWAKAEGO
Department of Education Foundations and Administration
Nwafor Orizu College of Education, Nsugbe
Email: ladyogemere@gmail.com

Abstract
This work focused on "conflict management strategies of administrators of tertiary institution in Anambra State. Conflict is a struggle over claims, values and scarce resources. It is inevitable among individuals and organizations because of the nature of human beings who differ in value orientations, attitudes and level of understanding. Conflict in institution of higher learning is unavoidable which can exist at every level of academic world. When this happens, there is the breakdown or disruption in normal activities of the individuals or groups concerned experience difficulty in working together. This study seeks to find out those conflict management strategies of administrators of tertiary institution in Anambra State. The central purpose of conflict management in tertiary institution is to attain its manifest and latent goals. The work defined the concept of conflict, nature of conflicts, sources of conflict management. It went further to highlight cases of conflicts in tertiary institution, possible ways of managing conflicts. The paper concluded that for institution to function effectively, conflicts must kept to levels whereby they will not disrupt organizational institutional goals and objectives.
Keywords: Conflict, management

Introduction

Conflict is a situation of disagreement between two parties. A conflict situation is therefore one that is characterized by the inability of those concerned to iron out their differences. Conflicts is an evitable feature of organizational life. Conflict is a struggle over claims, values and scarce resources. It is inevitable among individuals and in organizations because of the nature of human beings who differ in value orientation, attitudes and levels of understanding. Conflict is a form of interaction in which people, as individual or in groups, see themselves as fighting or struggle in over resources or social value. When this happens, there is the breakdown or disruption in normal activities so that individuals or groups concerned experience difficulty in working together.

However, people in conflict see themselves as competitors, and so their interactions are antagonistic thereby aiming to eliminate or neutralize the actions of the other if need be. There is no area in life that one does not see conflict manifestation. The home (family quarrels), the society, between countries in organizations especially educational-primary, secondary and tertiary institutions. It has been observed that the contemporary world is increasingly multicultural and the identity of crisis resulting from this sometimes threatens sustainable human development. This makes the promotion of understanding and dialogue to be a main concern in the management of multiculturalism, global peace and security (Obasan, 2011).

Conflict in institutions of higher learning is unavoidable. It exists at every level of academic world. Conflict can be negative and can cause deep rifts in the framework of the institutions; it can as well be used as a tool to take the institution from stagnation to a new level of effectiveness. What makes the distinction is conflict management (Holton, 1998). Conflicts will always occur but a well managed conflict will not degenerate to violence.

Tertiary institutions is a complex public social service provider accommodates professional and non-professional staff, bureaucrats and technocrats, administrators, students, who in their interaction/relationships radiate influence and exert pressure both as individuals (between staff members or groups between NCE versus B.Ed, ASSU versus NASU, Unions versus Government and the Community (school versus community). Their relationships in educational enterprise are characterized by cooperation, competition, conflict, lobbying in group and or as individuals working with or against one another (Okeke, 2007). Educational conflicts are latent, normal and inevitable

among staff, students, interest groups, community and the government but these should be kept within tolerable bounds.

The actualization of the goals and objectives of higher education is possible in an atmosphere free of rancour, crises, confusion and conflict. It follows, therefore, that the prompt recognition of the development and sources of conflict and the application of appropriate strategies and resolution techniques will definitely help in reducing them. As Pondy cited in Okeke (2007) rightly remarks organizations that do not admit conflict provide poor guidance in dealing with problems of organization efficiency, stability and change.

Concept of Conflict

Conflict means disagreement, strife, discord and hostility occurring in any human organization. Conflict brings disagreement and crises in the process of relating with one group or the other. Bronson (2009:220) defines conflict as : "any disagreement or struggle between two or more organizational members or groups arising from the fact that they must engage in interdependent work activities and/ or from the fact that they have different status, goal values or perception.

Basit *et al* (2010) view conflict as a struggle or contest between people with opposing needs, ideas, beliefs, values or goals. Berghof (2012) view is that; conflict occurs when individual or one group issues pursues its interest in a way that frustrate another individuals or groups efforts at goal achievement. Conflict could be described as all forms of opposition, disagreement, friction between two or more parties and it manifests in the form of arguments, protest, demonstration, aggression and other destructive behaviours. All these are common occurrences in organizations these days.

Differences in opinions and interest of the individual groups in the tertiary institutions may constitute conflict between staff and management, as well as students and school authority, hence management and personnel in institutions of higher learning sometimes engage themselves in conflict situations which result into strikes, thereby affecting university administration and consequently reducing productivity (Adeyemi & Ademilua, 2012).

Anih (2008) opined that conflict is a struggle in the higher education institutions. It is an inherent social condition derived from the fact that persons, parties, social groups and collectivises differ from one another on a variety of values, goals and material resources. Dubrin 1978 (cited in Ejiogu, 2002) saw conflict as "opposition of persons or forces that gives rise to some tension". As long as we have more than an individual in interaction, there is bound to be conflict. Thus conflict is an inevitable element in any labour management relationship.

The Nature of Conflict

Conflict is an activity that is almost totally negative and has no redeeming qualities which is accepted as dysfunctional and at the same time as a catalyst for change and productivity (Posigha & Oghurivu, 2009). Conflicts occur from time to time in all organizations due to human interactions. The rights of citizens are violated everyday and everywhere at times of peace, conflict or war, governance is falling at all levels, international, national and local (Igbuzor, 2011).

He argued that conflict can be seen from social and political perspectives. Social conflict can be viewed as an expressed struggle between two or more independent parties who perceived scarce resources, incompatible goals and interference from different perspectives. From the political perspective conflict can be viewed an escalated competition at any system level between groups whose aim is to gain advantage in the area of power, resources, interests and needs and at least one of the groups believe that this dimension of the relationship is mutually incompatible.

Sources of Conflict

Conflicts can arise from the following angles:

Internal strains of higher institutions: (1) the existing authority system gives room for command, some will obey and others will not; (2) the hierarchical arrangement of positions (management position and subordinates; (3) mutla hostility in the form of poor and distorted communication, poor motivation, unconducive working/learning environments; (4) unhealthy competition, domination/provocation; (5)

demand for parity (ASUU/NASU), (6a) inadequate provision of basic amenities such as sewage, waste disposal, light and water on the campus (municipal services); (6b) inadequate and deteriorating infrastructure and facilities, which drastically limit carrying capacity and increased enrolment (Jega, 2009), (7) withholding of results; (8) passing unpopular laws; (9) no proper teaching by lecturers; (10) total ban on students unionism activities; (11) exploitation tendencies on students through unnecessary levies; (12) poor management techniques by educational administrators; (13) unhealthy competition for economic, social prestige, clashing of interest and so on.

External sources: Government attitude of not living up to expectation in terms of providing adequate funds on time, facilities meant to facilitate teaching/learning, undue influence and interference in internal matters of higher institutions, imposing itself and personnel of doubtful character, not knowledgeable enough to manage higher institutions bad leadership (Akaruese, 2011).

Communities too are also major source of conflict in higher institutions. Undue influence, demand for admission, staff recruitment (some percentage) to be given to them, boundary adjustment between the school and the community, unnecessary or endless appeal to the schools for one favour or the other and so on. Similarly, Ejiogu (1990), identified six sources of conflict in schools as (1) prejudice as a result of competition for resources; (2) authoritarian rule; (3) general gaps; (4) Neanderthal mentality; (5) organizational structural factors; and (6) anti-authority.

The present author agrees with the above scholars that all the listed factors are potential areas of conflict in higher institutions which administrators must address for where there is conflict, there is no progress, no advancement and or no development. Beside, conflict management is natural since the good and service essential for health and survival are always in limited supply, it is a recurring problem throughout human history.

Management

Management is the process of scare human and material resources in an organization to realize stated goals and planned mission. Management implies planning, coordinating and controlling of activities in an organization with aim of achieving the set goals and as well as satisfying the needs of the workers. It is the pinnacle of the growth and development of an organization. Ogbonnaya (2009) deduced from the various definitions of management that management is a social process which has goals to achieve; that involves planning, organizing, staffing, leadership, directing, controlling and coordinating of the efforts of people towards the achievement of goals; and is the guidance or direction of people towards organizational goals or objectives.

Management means being in control of the activities of the organization, this implies getting things done through others. It is the supervision, controlling and coordinating of activity to achieve optimum results with organizational resources. Management has become a major challenge for modern organizations including educational institutions. This is because without proper management and coordination of both human and material resources, the achievement of educational goals and objectives will be a mirage.

It is with efficient management that an organization or institution can plan, organize staff, control, direct and coordinate its activities to achieve predetermined goals. Adetoro (2009) asserted that the management of both human and material resources in education is very important because of its role in the achievement of educational objectives. This implies that in secondary schools without management the attainment of educational goals will not be possible.

Cases of Conflicts in Higher Education

Conflicts in Nigerian universities date back to the 1960s with the unsuccessful attempt of the first republic politicians to change the pre-independence statutory image of the university system by bringing universities under undue government control. The university lecturers embarked on series of strike dating back from 1973. In the regime of General Yakubu Gowon, university staff embarked on strike for improvement in their conditions of service due to the deplorable condition left behind by the Nigeria civil war.

The spate of strikes continued under Alhaji Shehu Shagari in 1980. When President Obasanjo

was elected in 1999, ASUU further demanded for the adoption of the 1992 agreement. Pressure from the university staff led to FGN and ASUU agreement of 2001. After series of appeal by ASUU to FGN for the implementation of the 2001 Agreement, ASUU called its members on 29th December 2002 to embark on a total and indefinite nationwide strike (Olatunji, 2003). FGN failure at fulfilling its own part of the agreement by using avoidance strategy led to another three day warning strike on April 24, 2006.

The election of President Yar' Adua into power in 2007 brought some hope to the academia, but this was proved to be a false hope as nothing was done to implement the agreement. After several failed negotiations, the staff went on an indefinite strike in 2009. The 2009 strike can be termed the highest over time as it further involved all the facets of the university including NASU. The suspended 2009 strike could be termed only as a repetition of the usual past, for the technical committee/inter-ministerial committee undermined the agreement already reached. Failure of state to honor the agreement reached in 2009. The national body of ASUU joined the strike in June 2010 when all attempts to make the five East –South State Governors to budget failed.

Possible Ways of Managing Conflicts in Higher Education

Efficient and effective management of conflicts is fundamental to the development of any society, but the prevailing situations in Nigeria constitute a reversal of this reality. Managing conflict towards proactive and constructive action is the best approach in resolving conflict in the university. When conflict arises, we need to be able to manage them properly, so that it becomes a positive force, rather than a negative one, which would threaten the individual or group. If conflicts arise and are not managed properly, it will lead to delays of work, disinterest and lack of action and in extreme cases, it might lead to complete breakdown of the system.

IN resolving university conflict, developing a constructive communication process and influential conflict negotiator's personality are very important. NO doubt, schools cannot avoid experiencing one conflict or the other but a great deal of such conflict can be managed and be guided from disrupting school efforts towards attaining its manifest and latent goals if the conflicting parties are systematic in the way they communicate their grievances, situation of the conflict and their readiness to negotiate for peace and if the negotiator mediating the resolution process is of good personality (Agbonna; Yusuf & Onifade, 2009).

Conflict management in schools demands appropriate leadership style of the school administrator or chief executive. Leadership and administrative expertise remains central. A more participatory and supportive style of leadership and management behaviour is likely to assist in conflict management. Demers in Magaula (2007) articulated three strategies of peaceful crisis resolution between and among warring parties; mediation, arbitration and reconciliation. Magagula (2007) also argued that each of the approaches of Demers could be used by universities to resolve crisis among and between aggrieved parties. Clarification of goals and objectives is also vital.

The clarification and continual refinement of goals and objectives, role definitions and performance standards help to avoid misunderstanding and conflicts, Focusing attention on super-ordinate goals, which are shared by parties in conflicts, may also help to defuse hostility and lead to more cooperative behaviour. Providing valid information and avenue for expression of views information is needed to avoid blocking of communication flow that may lead to differences in perceptions.

Effective management information system (MIS) is essential to provide requisite information which minimizes delays and ensures maximum utilization of resources. Most Nigerian universities lack effective computerized management information system for capturing, processing, storing, retrieving and disseminating relevant information (Alabi, 2002). There is need for better understanding and cooperation between the University system as a whole and the government. The decision-makers and their advisers need to be better informed on how the universities operate, while the university community needs to acquaint itself with the ways of the government, generally.

Invariably, the universities will neither develop attitudes of hostility or servility towards the government, nor the government intolerant of the universities. Ibukun (1997), highlighted some

conflict resolution measures such as the use of authority, and command, problem solving, appeal to superior organization goals, changing the structure of the organization, prevention and avoidance, expansion of opportunities and resources, agreement and changing the behaviour of people involved in conflict through dialogue.

According to Handy (1978), these processes have been found effective. These are enumerated below: among staff and management (a) Dialogue-Committees must be set up by VC or Deans or the HODs to assess the root cause of the conflict of these aggrieved people (to expose and discuss the issues involved-getting a clearer view) face to face; their feelings of inadequacy, fear, grievances, views on the matter (Steinitz, 2009): (b) Arbitration – A process whereby a peace maker arbitrates or a peace panel settles the conflict usually appointed by management. These must be impartial judges who will make their judgements on unsubstantiated hearsay or rumours; (c) to reduce tension and hostility/aggression in groups, increase the number of positive and constructive statements, factual criticism must be encouraged and eliminating those that are negative, directive and critical.

Conclusion

Conflicts are bound to exist in institutions and among people. This is because the individuals. They must continue to agitate for one thing or the other. People are very sensitive, for institutions to function effectively; conflict must be kept to levels whereby they will not disrupt organizational/institutional goals and objectives. Conflict potentials in the higher education are varied. Hence the need for all the groups within the system to recognize these potentials and deliberately make concerted efforts to curtail the negative consequences of conflicts. This curtailment could be achieved through meaningful interactions and effective communication; resourcefulness and resource management; and cooperation between the institutions and the state. All these measures would culminate in drastic reduction in negative conflict potentials and consequent high goal attainment potential.

REFERENCES

Adetoro, J.A. (2009). *Resource management in education*. In J.B. Babalola &
A.O. Ayeni (Eds), Educational management: Theories and tasks (PP. 599 -613). Ibadan, Nigeria: Macmillan Publishers Limited.

Adeyemi, T.O. & Ademilua, S.O. (2012). Conflict management strategies and
administrative effectiveness in Nigeria universities. *Journal of Emerging Trends in Educational Research and Policy Studies, 3(3), 368 -378.*

Agbonna, S.A., Yusuf, A & Onifade, A.B. (2009). Communication and conflict
manager's personality in school security and conflict management. *Being a text of paper presented at the 25th Annual National Conference of the Social Studies Association of Nigeria, Held at Michael Otedola College of Primary Education, Noforija, Epe, Lagos State, from 17th- 20th November.*

Akaruese, L.O. (2011). *Reactions from stakeholders and the generally of
Nigerian public: Patterns and tendencies*. In M. Anikpo (Ed). The 2009 ASUU Strike: issues intrigues and challenges (93). Port Harcourt: Freedom Press.

Alabi, A. (2002). *Conflicts in Nigerian universities: causes and management*.
Available:http://unilorin.edu.ng/journals/education/ije/dec2002/conflicts%20in%20nigerian %20universities%20causes%20and%20management.pdf.Retrieved:7/08/2013

Anih, S. (2008). Conflict frames of reference: Implication for dispute processes.
A paper presented at Centre for Management Development workshop, Lagos.

Basit, A, Rahman, F., Jumani, N.B., Chishti, S & Malik, S. (2010). *An analysis
of conflict resolution strategies in Pakistan schools. 2(1) 6*

Berghof, G. (2012). *Conflict prevention management and resolution*. Berghof
Glossary. Berghof Foundation: Berlin

Bronson, M.H. (2009). *Health education in Partnership with time health and
business*. Columbus: Macgraw-hill companies.

Ejiogu, A.M. (1990). *Educational management: A system approach*. Lagos: Lantern books.

Federal Republic of Nigeria (1981). *National policy on education*. Lagos: NERDC

Handy, C.B. (1976). *Understanding organizations*. Harmondsworth: Penguin

Ibukun, W.O. (1997). *Educational management theory and practice*. Ado-Ekiti Bamgboye and Co.

Igbuzor, O. (2011). Peace and security education: A critical factor for sustainable peace and national development. *International Journal of Peace and Development Studies 2(1) 1-7.*

Jaga, A.M. (2009). Towards resolution of the crisis in the Nigeria university system, the national scholar: *A publication of the academic staff union of university (ASUU), 6(1) 18 & 24.*

Magagula, C.M. (2007). Conflict resolution and management: The role of African higher education institutions. *Paper presented at a seminar celebrating the African university day at the University of Swaziland, Kwaluseni. 15th November.*

Obasan, K.A. (2011). Impact of conflict management on corporate productivity: An Evaluative study; *Australian Journal of Business and Management Research 1(5) 44-49.*

Okeke, B.S. (2007). *Politics of education*. The Nigeria experience. Awka: Doone.

Posigha, B.E. & Oghuwa, V. (2009). Conflict among library staff in Bayelsa and Delta State of Nigeria. *International Journal of Labour and Organization Psychology 3(1 & 2)*

Uchendu, C.C. Anijaobi-Idem, F.N., & Odigwe, F.N. (2013). Conflict management and organizational performance in secondary schools in cross river state, Nigeria, *Research Journal in Organizational Psychology & Educational Studies 2(2) 67-71.*

IMPACT OF DEMONSTRATION METHOD ON ACADEMIC ACHIEVEMENT AND ATTITUDE IN BIOLOGY AMONG SENIOR SECONDARY STUDENTS IN ONITSHA EDUCATIONAL ZONE,ANAMBRA STATE, NIGERIA

EZEIRUAKU, MELVINA NGOZI
Nwafor Orizu College of Education
Nsugbe, Anambra State.
Email: melvinangozi8@gmail.com

Abstract
This study investigated the impact of demonstration method on achievement and attitude in Biology among senior secondary students in OnitshaEducational zone,Anambra State, Nigeria. The targeted populations are all the 1,169 second-year senior secondary biology students. The sample size is 220 SS II students selected from the population using a simple random technique. The research design was a quasi-experimental design involving pretest, posttest, experimental and control groups. The instruments used were; Biology Achievement Test (BAT) and Students' Attitude Questionnaire (SATQ). The reliability coefficient of the BAT and SATQ were 0.72 and 0.74 respectively using Kuder Richardson 20. Three research questions (RQ) were formulated to guide the study.Mean and standard deviation were used to analyse the research questions while the Independent sampled t-test was used to test the hypotheses. The major findings showed that; significant difference exists between the academic achievement of students taught biology using the demonstration method and those taught using lecture method. On the basis of these findings the following recommendation was made: Since gender difference was not significant in the study demonstration method could be used to help eliminate the gender differences in science

Keywords: Demonstration method, lecture method, teaching, learning, Biology, Achievement, Attitude, Gender.

Introduction
Biology is a natural science that deals with the study of living organisms (plants and animals), their evolution, functions and interaction with the environment. This is in line with Onu, Anyaegbunam and Uzoigwe (2020), who defines Biology as a natural science which studies the existence (evolution, morphology and physiology) of living things, as well as their interactions with non-living components of the earth.It is a compulsory science subject for both science and arts student at the secondary school level as a basic foundation for further fields of study in higher Education such as agriculture, bacteriology, biochemistry, biotechnology, forestry, medicines, nursing, pharmacy, virology and other related discipline. It is also a branch of science that is structured to equip students with the knowledge of relevant concepts, scientific process skills, problem-solving skills, communication skills, critical thinking skills and objective reasoning abilities necessary for adaptability, efficiency and sustainability in future life career. Because of its importance, more students enrolled for biology in the senior secondary school certificate examination (SSCE) than for physics and chemistry (WAEC,2021). Notwithstanding its importance and continued massive enrolment, achievement in Biology has continued to remain poor. The implication of this poor performanceof biology results to low enrollment of student offering biology and its related courses into higher Education in Nigeria, consequently at the long run, this has led to shortage of manpower in science- and technology-related disciplines in Nigeria.
The continuous decline in students' academic performance in Biology in senior school certificate examination by secondary school students is causing some concern among Biology teachers, school administrators, parentsand the general public.Factors that led to this poor academic achievement in biology had been a source of worry to many researchers. Biology educators have put up noble and spirited efforts aimed at identifying the major problems associated with the teaching of Biology in the

nation's schools yet, no significant improvement has been recorded. Many have attributed the incidence of student's failure in the subject to ineffective methods of teaching. As Ihejiamaizu & Ochui, (2016); Olarewaju, (2017); Enohuean, (2018); and Musa, (2018), affirmed that teaching methods adopted by teachers at the senior secondary school level in Nigeria have been identified as one of the major factors contributing to the poor academic achievement of students in biology.

However, conventional teaching method which is usually used by biology teachers gives an oral presentation of facts or principles to learners and usually noted for note-taking. Though the lecture method is good for presenting large amounts of information in a short time. However, it is teacher-centered, students are expected to listen to lectures and learn from them but the opportunity to learn by doing was not provided. The lecture method often encourages rote learning, where students depend on memorization without having a complete understanding of the subject. The persistent use of the lecture method makes students passive rather than active learners and does not promote insightful learning and a good attitude in biology. There are many teaching strategies that could be used to teach biology to encourage the active participation of students among which include; demonstration method.

Demonstration method refers to the type of teaching method in which the teacher is the principal actor while the learner watches with the intention to act later. Here the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step- by- step process to them.Mundi in Daluba(2013), described it as a display or an exhibition usually done by the teacher while the students watch with keen interest. He further added that, it involves showing how something works or the steps involved in the process. Some of the advantages of this method as outlined by Daluba (2013) include: It saves time and facilitates material economy, the method is an intention inducer and a powerful motivator in lesson delivery; Students receive feedback immediately through their own products; it gives a real life situation of course of study as students acquire skills in real-life situations using tools and materials; it help to motivate students when carried out by skilled teachers and it is good in showing the appropriate ways of doing things most essentially as biology is one of the practical subjects in secondary schools.

Arubayi (2015) opined that for demonstration method to be effective for teaching biology or any other subject, the lesson should be planned ahead of time, have all necessary material and equipment needed for the demonstration lesson. Participants should be given clear and simple instructions. He further stated that the sitting arrangement should be organized so that participants can see and hear clearly.After the demonstration generally, the students should be given opportunity to practice individually or in groups. Airawi (2013), noted that the demonstration is effective in teaching skills using tools and laboratory experiment in science. According to Cimer (2012), one of the reasons students find biology concepts difficult is their negative attitudes.

Attitude is formed by people as a result of some kinds of learning experience, if the experience is favourable a positive attitude is found and vice versa (Alafiatayo, Anyanwu & Salau, 2018). The attitude people hold can frequently influence the way they act in person and in the larger situation. Attitude is an opinion or general feeling about something. Awodun, Adekunle and Femi-Adeoye (2019) defined attitude as cognitive, emotional, and action tendency to a particular behavioural intent. Awodun, Adekunle and Femi-Adeoye (2019) ascertained that attitude is an important factor that determined students' performance in the sciences. Ali and Mohsin (2016) stated that attitude is acquired through learning and can be changed through persuasion using a variety of techniques. Attitude, once established, helps to shape the experiences the individual has with an object, subject or person. Although attitude changes gradually, people constantly form new attitudes and modify old ones when they are exposed to new information and new experiences (Akey, 2019). Therefore, this study investigated the impact of the demonstration method on academic achievement and attitude in biology among senior secondary students in Onitsha Educational zone,Anambra State, Nigeria.

Theoretical framework: The theoretical framework, on which this study is based on is Bandura's social cognitive theory which states that individuals learn via observation, imitation and modelling (Bandura,1999).Thistheory emphasizes learning from one another through modelling.Individual student is expected to show active participation through adequate attention, right attitude and proper recollection of the process steps to execute the required task efficiently.Therefore, this study focuses on

the use of demonstration method to ascertain the active participation of learners through acquisition of scientific skills and attitudein learning biological concepts.

Statement of the problem: The analysis of students' poor performance in the recent West Africa Examination Council (WAEC) result poses a great concern to the nation. The poor academic achievement in biology at the Senior Secondary Certificate Examination (SSCE) could be attributed to so many factors among which include poor teaching strategies in teaching biology concepts. The poor attitude of students in biology has also been traced to poor teaching strategies in teaching biology concepts. The conventional method which is predominantly used by biology teachers in teaching has no mechanism to ensure that learners are intellectually engaged in the learning process. Information tends to be forgotten quickly when learners are passive. The lecture method presumes that all learners learn at the same pace and are at the same level of understanding. This leads to the poor attitude of learners towards biology which in turn leads to poor academic achievement (Iwuanyanwu, 2017). Available literature shows that effective teaching and learning of biology can be achieved by the use of more interactive and practical oriented-strategies. This study, therefore, investigated the impact of the demonstration method on academic achievement and attitude in biology among senior secondary students in Onitsha Educational zone, Anambra State.

Objectives of the study

The objectives of this study are to:

1. Determine the impact of the demonstration method on students' academic achievement in biology
2. Determine the impact of the demonstration method on students' attitude in biology 3. Determine the impact of the demonstration method on male and female students' academic achievement in biology.

Research questions

The following research questions are formulated to guide the study:

1. Is there any difference between the mean scores of students taught biology using the demonstration method and those taught using the lecture method?
2. What is the difference between the attitude of students taught biology concepts using the demonstration method and those taught using the lecture method?
3. Is there any difference in the mean scores of male and female students taught biology using the demonstration method?

Scope of the study

To ascertain the impact of the demonstration method on academic achievement and attitude in biology among senior secondary students in Onitsha Educational zone, Anambra State, Nigeria

Research hypotheses

The following null hypotheses were formulated based on the research questions and tested at a 0.05 level of significance:

Ho1 There is no significant difference between the mean scores of students exposed to the demonstration method and those taught using the lecture method

Ho2 There is no significant difference between the attitude of students taught biology concepts using the demonstration method and those taught using lecture method

Ho3 There is no significant difference between the mean scores of male and female students taught biology using demonstration method.

Significance of the Study

The findings of this study would hopefully benefit the following:

Students: The outcome of the study will encourage biology students to participate fully during biology lessons. It will prepare the students for a responsible life in the society as it encourages problem-solving and creativity.

Teachers: Teachers of biology will find the study very useful as it will expose them to principles of effective teaching and also to adopt proper method of teaching science students.

Government: The study will be of immense important to the government for planning and implementation of educational policies and programme.

Curriculum Planners: To be knowledgeable about the demonstration method and design curriculum that will put into consideration the instructional strategies that are student-centered

Professional Bodies: Help professional bodies such as Science Teachers Association of Nigeria (STAN), Mathematics Association of Nigeria (MAN), National Education Research and Development Council (NERDC) amongst others, to find the recommendations of this study useful, in publishing textbooks and educational articles that would lay emphasis on students' centered approach to learning.

Research design: The research design for this study is a quasi-experimental design involving pretest, posttest, experimental and control groups. In this design, the subjects under study are not confined to one place throughout the study period. There are two groups of students all together; one experimental group (EG) and one control group (CG). In this design, the experimental group (EG) students were taught SS II biology concepts using the demonstration method while the students in the control group were taught the same concepts using the lecture method for a period of six weeks. At the end of the treatments, all the groups were subjected to a posttest to determine the effect of the treatment on students' Academic Achievement (AM) and Attitude (AT) to biology.

The population of the Study: The population of this study consisted of all the sixteen (16) public co-educational Senior Secondary Schools in Onitsha Educational zone of Anambra State, Nigeria. The total number of SS-II students from the sixteen (16) schools was one thousand one hundred and sixty-nine (1,169), of which seven hundred and ninety-nine (799) were males and three hundred and seventy (370) were females.

Sample and Sampling Techniques: From the population of sixteen (16) co-educational schools, two schools were selected using a simple random sampling technique. The first school selected was labelled Experimental Group (EG) while the second school selected was labelled Control Group (CG). The two schools selected had a total number of two hundred and twenty (220) students who constituted the sample. The two schools selected were pretested and post-tested using Biology Achievement Test (BAT).

Instrumentation and Validity of the Instruments: The instruments used were; Biology Achievement Test (BAT) and Students' Attitude Questionnaire (SATQ). The BAT contained 50 multiple choice questions biology questions selected from the West African Examination Council (WAEC) past examination papers (2020). The BAT was administered during the pretest and posttest to determine the performance of senior secondary school students in biology when taught using the demonstration method. The Students' Attitude Questionnaire (SATQ) was developed by the researcher using a four-point Likert scale format. The Students' Attitude Questionnaire contained 30 items. Four possible responses were given by the students which included Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) by ticking the correct option. The instruments were validated by three Senior lecturers from the Department of Science Education, Ahmadu Bello University, Zaria with a minimum qualification of PhD.

Pilot Testing and Reliability of the Instruments: The instruments were pilot tested in two of the schools which constituted the population but were not part of the study. The reliability coefficient of the BAT and SATQ were 0.72 and 0.74 respectively.

Data Collection Procedure: Before administering the treatment, the two groups (EG and CG) were pre-tested using the BAT and SATQ. After the pretest, both groups were taught biology concepts for the period of six weeks by the researcher using the demonstration method. After which the students were given a test from the BAT to ascertain the academic achievement of the students and the SATQ to fill to determine the impact of the treatment on students' attitude towards biology.

Procedure for Data Analysis: Research questions were analyzed using descriptive statistics of mean scores and standard deviation. Null hypotheses were analyzed using Independent sampled t-test statistics and non-parametric test of Mann-Whitney statistics.

Result and discussion

a. **Answering Research Question**

Research Question 1: Is there any difference between the mean scores of students taught biology using the demonstration method and those taught using the lecture method? To answer Research Question 1, the mean and standard deviation was used. The summary of the posttest is presented in Table 1.

Table 1: **Mean and Standard Deviation of Posttest Scores of Students taught using**

Demonstration Method Compared with the Lecture Method

Variable	Groups	N	Mean	STD	Mean diff.	Remarks
Mean Scores	Demonstration	100	56.5	9.2	19.0	Demonstration group has higher mean scores than the lecture group
	Lecture	120	37.5	7.8		

Table 1 shows that difference exists between the mean scores of students taught Biology concepts using the demonstration method and those taught using the lecture method. The descriptive statistics showed that the computed mean performance values are 56.5 and 37.5 of students taught Biology using demonstration method and lecture method respectively. The higher mean score obtained by the experimental group (demonstration group) is a clear indication that the demonstration method has a greater impact on students' academic achievement in Biology than the lecture method of teaching. However, the statistical validity of this statement is not ascertained until the related hypothesis of the study is tested.

Research Question 2: What is the difference between the attitude of students taught biology concepts using the demonstration method and those taught using the lecture method? To answer Research Question 2, mean ranking and sum of ranks were used. The summary of the posttest is presented in Table 2.

Table 2: Mean Ranking on the Differences in the Attitude of Students taught using Demonstration Method Compared with lecture method

Ranks	Groups	N	Mean Rank	Sum of Ranks	Mean Rank diff.
Attitude	Demonstration	100	161.59	16158.5	93.66
	Lecture	120	67.93	8151.5	
	Total	220			

Table 2 shows differences in the mean rank attitude of students taught biology concepts using the demonstration method and those taught using the lecture method. The mean rank attitudes are 161.6 and 67.9 by students taught biology using the demonstration method and lecture method respectively, with a mean rank difference of 93.66. This shows that students taught biology concepts using the demonstration method have a higher mean attitude than those taught using the lecture method. However, the statistical validity of this statement is left for the testing of the related hypothesis of the study.

Research Question 3: Is there any difference between the mean scores of male and female students taught biology using the demonstration method? To answer Research Question 3, the mean and standard deviation was used. The summary of the posttest is presented in Table 3.

Table 3: Mean Statistics on Differences between the Mean Scores of Male and Female Students taught using Demonstration Method

Variable	Gender	N	Mean	STD	Mean diff.
Mean score	Male	62	56.2	9.68	0.69
	Female	38	56.9	8.29	

Table 3 shows the mean scores of 56.2 and 56.9 by male and female students exposed to the demonstration method respectively, with a mean difference of 0.69. This shows that the mean score of both male and female students taught biology using demonstration method is the same, implying that the demonstration method has the same effect on both male and female students. However, the statistical validity of this statement is left for the test of the related hypothesis of the study.

b. Testing of Null Hypotheses

There is no significant difference among the mean scores of students taught biology using the demonstration method when compared with those taught using the lecture method.

To test Null Hypothesis 1, independent sampled t-test statistics was used. The summary of the analysis is presented in Table 4.

Table 4: Independent-Sampled t-test on Differences between the Mean Scores of Students exposed to Demonstration Method and Lecture Method

Variable	Groups	N	Mean	STD	Mean diff	df	P	Remarks
Mean score	Demonstration	100	56.47	9.14	19.02	218	0.01	Significant
	Lecture	120	37.45	7.76				

Table 4 shows a significant difference between the mean scores of students taught Biology using the demonstration method of instruction and those taught using the lecture method. The reason is that the calculated p-value of 0.004 is less than the 0.05 alpha level of significance. This shows that students exposed to the demonstration method have significantly higher scores than students taught using the lecture method. Therefore, the null hypothesis which states that there is no significant difference between the mean scores of students exposed to the demonstration method and those taught using the lecture method is hereby rejected.

Null Hypothesis 2

2: There is no significant difference between the attitude of students taught biology concepts using the demonstration method and those taught using the lecture method totest Null Hypothesis 2, independent sampled t-test statistics was used. The summary of the analysis is presented in Table 5.

Table 5: Mann-Whitney Test on Differences between the Attitude of Students taught using Demonstration and Lecture Methods

Ranks	Groups	N	Mean Rank	Sum of Ranks	MannWhitney U	p-value	Remarks
Attitude	Demonstration	100	161.6	16158.5	891.5	0.000	significant
	Lecture	120	67.9	8151.5			
	Total	220					

The Mann-Whitney test presented in Table 5 shows a significant difference between the attitudes of students taught Biology concepts using the demonstration method and those taught using the lecture method. This is because the p-value of 0.000 is less than the 0.05 alpha level of significance. This shows that students in the demonstration group have significantly higher attitude than those in the control group. Consequently, the Null Hypothesis which states that there is no significant difference between the attitude of students taught biology concepts using the demonstration method and those taught using the lecture method is hereby rejected.

Null Hypothesis 3: There is no significant difference between the mean scores of male and female students taught biology using the demonstration method. To test Null Hypothesis 3, independent sampled t-test statistics was used. The summary of the analysis is presented in Table 6.

Table 6: Independent t-test Statistics on the Difference between the Mean Scores of Male and Female Students taught Biology using Demonstration Method.

Variable	Gender	N	Mean	STD	Mean Diff.	df	p	Remarks
Mean scores	Male	62	56.2	9.68	0.7	98	0.72	Not sig.
	Female	38	56.9	8.3				

A no significant difference between the mean scores of male and female students taught biology concepts' using the demonstration method was presented in Table 6. The reasons being that the p-value of 0.72 is greater than the 0.05 alpha level of significance. This shows that the mean scores of both male and female students taught Biology concepts using demonstration method is the same, thereby, implying that demonstration method has the same effect on both male and female students. Therefore, the null hypothesis which states that there is no significant difference between the mean scores of male and female students taught biology using the demonstration method is hereby accepted and retained.

Discussion of findings

The significant difference between the mean scores of students taught biology using demonstration and lecture methods signifies a greater efficiency of the demonstration method over the lecture method of instruction in teaching Biology concepts. This could be hinged on some features of the demonstration method of instruction which includes laying more emphasis on learning than teaching and encouraging students' participation. This helps to improve students' academic performance. This is similar to the findings of Ugwu, Jatau and Gwamna (2020) who stated that engaging learners in a demonstration deepen learning. The significant difference between the attitudes of students in favour of demonstration method strategy suggests a greater efficiency of demonstration method over the lecture method of instruction in developing a positive attitude of students towards Biology. This could be hinged to the demonstration method being an instructional strategy that encourages democratic thinking, enhances reflective thinking, helps improve self-expression and nurtures the spirit of tolerance. This study is in line with the findings of Iwuanyanwu (2017). A no significant difference between the mean scores of male and female students taught Biology using the demonstration method signifies that there are equal chances between males and female counterparts in relation to performance. Therefore, the demonstration method can be said to be gender friendly. These findings are similar to that of Ugwu, Jatau and Gwamna (2020) who reported no significant difference between the mean scores of male and female students taught Biology using the demonstration method in Katsina State, Nigeria.

Conclusions:

The study can be concluded that the demonstration method has a positive effect on attitude and academic achievement in Biology among senior secondary students in Onitsha Educational zone of Anambra State, Nigeria. The strategy is gender-friendly and recommended for the teaching of science in all senior secondary schools.

Recommendations:

1. Adequate time should be allotted to Biology lessons on the time table to encourage teachers to use more practical and participatory strategies such as demonstration method in teaching the students.
2. Since gender difference was not significant in the study, the demonstration method could be used to help eliminate the gender differences in science teaching and learning.

References

Akey, T.M. (2019). School context, student attitudes and behavior, and academic achievement: An Exploratory Analysis. *MDRC*, New York. Retrieved on December 23, 2019, from http://www.mdrc.org/publications/419/full.pdf.

Alafiatayo, B.M., Anyanwu, R.I. and Salau, O.A. (2018). Effect of selected teachers' abilities on students' attitudes and academic performance in biology among secondary schools in Sabon-Gari Local Government Area, Kaduna State, Nigeria. *Journal of Research and Method in Education*, 6(2):24-29.

Ali, M.S. and Mohsin, M.N. (2016). Effect of test anxiety on secondary school science students' attitude. *International Journal of Educational Science and Research*, 3(1):107-112.

A I-R awi, I. (2013). Teaching methodology and its effects on the quality learning. *Journal of education and practice*,4(6), 100-105.

Arubayi, D.O. (2015). The role the Teacher and Method of Teaching Science Secondary School in

Nigeria. *AAscit Journal of Education*. 1(1), 1-6. www.aascit.org/journal/education

Awodun, A.O., Adekunle, R.F. and Femi-Adeoye, K.O. (2019). Students' attitude and interest as correlates of students' academic performance in biology in senior secondary school. *International Journal for Innovation Education and Research*, 4(3):1-6.

Bandura, (1999). Social cognitive theory as angelic perspective. *Asian journal of social psychology* 2. 21-41.

Cimer, A., (2012). What makes biology learning difficult and effective: Students views. *Educational Research and Reviews*, 6(8), 592-597

Daluba.N.E. (2013). Effect of Demonstration Method of Teaching on Student's Achievement in Agricultural Science. *World Education Journal* vol 3(6), p. 1-7. Retrieved on http//: dx.doi.org/10.54 30? wje. v3nd6/.

Enohuean, V.O. (2018). *Effects of instructional materials on achievement and retention of biology concepts among secondary school students in Delta State, Nigeria*. [Unpublished master's thesis].Ahmadu Bello University, Zaria, Kaduna State.

Ihejiamaizu, C.C., & Ochui, I.O. (2016). Utilization of Biology Laboratory Equipment and Students' Academic Performance in Cross River State, Nigeria. *British Journal of Education*, 4(9):55-63.

Iwuanyanwu, G.O. (2017). *Effects of simulation games on attitude and performance in microorganisms among secondary school students in Zaria, Nigeria*. [Unpublished master's thesis]Ahmadu Bello University, Zaria, Kaduna State

Musa, G. (2018*). Impact of linear programmed instructional strategy on anxiety and performance among secondary school biology students in Tarauni, Kano State, Nigeria*. [Unpublished doctoral dissertation]Ahmadu Bello University, Zaria, Kaduna State.

Nzewi, U.M., & Nwosu, A.A. (2017). *Course Guide, EDU 236: Biology Methods.* National Open University of Nigeria.

Olarewaju, R.R. (2017*). Effects of cooperative learning strategy with models on academic achievement and retention of biology concepts among pre-national diploma students in Kaduna State*. [Unpublished doctoral dissertation] Ahmadu Bello University, Zaria, Kaduna State.

Onu, W.O.I, Anyaegbunam, N.J.I., Uzoigwe, A.U., (2020). Improving Biology students' Interest and achievement through Collaborative instructional strategy. *Journal of Education, Society and Behavioural Science*. 33(2): 9-20

Ugwu, L., Jatau, A. and Gwamna, S.K. (2020). Impact of discussion method on performance and retention in biology among senior secondary students in Katsina Education Zone, Katsina State, Nigeria*. International Journal of Multidisciplinary and Current Educational Research*, 2(6):76-83.

WAEC. (2021). Chief Examiner's Annual Report. Senior School Certificate Examinations. May/June WASSCE. Statistic Section Report.Yaba Lagos: WAEC Publishers, pp:102-104.

THE IMPACT OF VOCATIONAL GUIDANCE TOWARDS CURBING YOUTH RESTIVENESS IN NIGERIA

EBUBEOGU, CHINENYE EVAGELINE
Department of Guidance and Counselling
Chukwuemeka Odomegwu Ojukwu University, Igbariam
Email: ebevangeline@gmail.com

Abstract
Youth restiveness has been on the increase in most states in Nigeria, most especially in the recent time. Since the recent End-SARS crisis, there has been a mass proliferation of unraveled violence of small arms, killing of security operatives, kidnapping, drug abuse, banditry, arm robbery, stealing and most recently abduction of school children in the North Central Nigeria. The study examines the need for vocational guidance in curbing youth restiveness in Nigeria. The paper argues that poverty, unemployment, lack of access to education, among others, have been responsible for this unprecedented increase of youth restiveness. Similarly, this unfolding scenario is further exacerbated by lackadaisical attitude by government to curtail this phenomenon. The study contended that unless this scenario is remedied, the Nigerian youths would continue to engage in acts capable of destroying the peaceful co-existence of Nigeria as a nation and as well destroy the future of the youths.
Keywords: Youth, Restiveness, Vocational Guidance, Vocational Education

Introduction

In the last couple of years, the words 'youth' and 'restiveness' have become so commonly used together that it seems to have taken on a life of its own. There has been a proliferation of cases all over the country and indeed the world, of youth agitations which have tons of people dead and valuable infrastructure as well as personal properties lost and destroyed (Chukwuemeka, 2014).

Suffice it to say that youth restiveness in Nigeria has been a reoccurring issue in Nigeria. Acts of violence and lawlessness have increased day by day. These are mostly the activities of youth that are anti-social, abnormal, uncultured caused by enforced desired outcome from the constituted authority (Elegbele, 2015). This negative development according to Igbo and Ikpa (2013) is unfortunate and has become of the security challenges facing innocent citizens in the present society. Youth are filled with energy and when this energy is positively channeled or guarded, they are highly productive, and hence they are likely to contribute to the overall development of the society, on the other hand, when the energy is not channeled, restiveness and its resultant effects are likely to be felt. Chika and Onyene (2011) observes that to be controlled especially because one is bored or not satisfied with certain decisions changed or exiting laws considered to be unfavorable youth restiveness involves the combination of actions conducts and behavior exhibited by youths in the society.

Youth restiveness has led to the inactiveness of the youths to tackle problems, discharge responsibilities effectively and inability to meet goals of the society. In the same vein, Elegbeleye (2015) identifies one of the factors that can lead to youth restiveness as perceived victimization arising from economic exploitation. In modern times, the inability of the youth to exercise self-control to issues that led to conflict and protest has been narrowed down to scarcity and unequal distribution of natural resources, non-recognition, marginalizing their society, having feelings of discontentment, non favourable government laws, lack of quality education and high rate of unemployment (Akpokighe &Ejovi,2020).

Vocational education which is expected to equip Nigerian youths with the right knowledge, abilities, capacities and attitudes in any area of study to qualify them for gainfully employment or self-employed. As a functional form of education, it prepares trainees for jobs that are based on manual or practical activities, (Zainab, 2014). This type of education instills in the youths the appropriate abilities and motivation to become self-reliant, self-employed and employer of labour leading our youth to shun any act of restiveness in the society.

Statement of the Problem

It is commonly known that frustration, depression, poverty, unemployment, injustice, and lack of access to education, among others, were factors responsible for this high level of youth restiveness in the form of bombing churches/mosques, kidnapping, banditry, prostitution, killing innocent citizens Fulani headers and farmers clashes, abduction of school children (Onyekpe 2017) youth restiveness has become one of the major concerns in Nigeria villages, communities, town and states. More than 200 girls has been reported to be abducted in Chibok in Borno State last two years, abduction of Kankara school children, Kidnapping in South-West of the country (Fulani headers/farmers clashes), killing of security operatives in South Eastern (Known as Unknown Gun Men) as well as killing and kidnapping of oil workers in Niger Delta areas. Nonetheless, those that are involved in these activities were mostly youths.

Furthermore, all these incidents are escalated by unwillingness from the side of constituted authority to take decisive action. It is against this backdrop that this paper sought to determine the causes and effects of youth restiveness in Nigeria. Ascertain the role of vocational guidance on youths and suggest strategies for enhancing vocational guidance so that it can achieve its aim and objectives for the youths.

Conceptual Clarification

Vocational Guidance

Education is the major key player in the evolution of a nation from one economic level to another. If any society lacks substantial steps in educational development, backwardness in economic and human development will be the results. On the other hand, successes at providing high quality education in different technical, professional and vocational fields brings about outstanding living standards (Nnabude 2019). Thus, to a layman, guidance could mean to direct, lead, influence and regulate individual activities.

Guidance is the process of helping individuals to understand themselves and their world (Shertzer & Stone in Uzoechi, 2014). Denga citied in Uzoechi (2015) defines guidance as a cluster of formalized educational services designed by the school to assists students to achieve self-knowledge or self understanding which is necessary for them to attain the fullest self-development and self-realization on their potentials. Vocational guidance is a procedure of assisting persons to know themselves by discovering their desires, interest and capabilities in a bid to prepare their own goal and create strategies for realizing those goals. To Oladeji (2016), vocational guidance is a process of helping individual to ascertain, understand and apply relevant facts about himself to the pertinent facts about the planned exploratory activities. Mutie and Ndam (2013) sees vocational guidance as a process of helping individuals to choose occupation, prepare for it, enter it and progress in it.

Based on the above definition, it should be noted that vocational guidance is not a one step activity but a process that runs through the entire process of learning. It is in fact a lifelong process beginning from birth to death, having various stage and milestone through life. The priority of vocational guidance is to understand one's personality, traits, such as interest, attitude, need, aptitude and ability. To concretize this opinion, Makinda (2010) supports this by saying that vocational guidance is a phase of education, which enebles individual to comprehend the work of work, essential human need, the dignity of labour and the value of work. Therefore, vocational guidance means helping someone to find his/her calling at least a suitable career choice.

Egochukwu (2018) states the functions of vocational guidance to include:

i.   Aid in placing talent where it is needed. The student is assisted to make best possible vocational choice.

ii.   Provide information about occupational opportunities Students become aware of the World of work, and the range of available opportunities that exist.

iii.   Add a feeling of security to the nation, the schools and the students, so that all face the future with confidence. The student is help to develop an ability to control his/her future.

iv.   Encourage students in decision making. Decision on what type of life students would like to lead depends on his/her interest, values, abilities, skills and motivation to learn.

v.   Help students to deal with a variety of problems. Since the society in which society in which

students live is constantly changing, they have to adjust to change, for example, more emphasis is now given to self-employment and job generation than in early years.

vi.   Assists students to know themselves and their environment. Each students is helped to understand him/herself in terms of interest, potential skills, and abilities, in relation to the world of work.

vii. Strengthen the educational system by providing motivation and meaning to education.

viii. Help students to understand the problems of unemployment and its causes

ix.   Assist student to understand the process of making choices and of the possible consequences of their decisions.

x.   Enable students to acquire knowledge of the practical procedures needed for getting a job and progressing in it.

Concept of Youth Restiveness

The Advanced Leaner's Dictionary defines a youth as when a person is young, especially the time before becoming an adult. Elegbele (2015) opines that youth is the part of life that succeed childhood, the period of existence preceding maturity or the whole part of life from infancy to manhood. It is the period when cognitive development is arriving at the apex; a transition period from dependent childhood to self-sustaining and sufficient adulthood (Mgboro, 2014). The myriads definitions of youth apparently prevent an internationally acceptable definition. According to Ovwigbo and Ifie (2014), it becomes necessary, therefore to isolate the key elements in four definitions with a view to developing an operational definition. The key elements in these definitions are:

❖   Youth could be regarded as individuals between the age of 15-24 years in cultures where marital and economic independence are not primary consideration in the definition of youth.

❖   In some societies, youth includes people between the ages of 15-40 years.

❖   A youth can be regarded as a person who is economically dependent and not yet married.

❖   A youth is an individual who may be above 40 years but quite sound in mind, heart and body. Physical health and body conformations are important in this definition.

According to Ovwigbo and Ifie (2004), there are certain characteristics which distinguish the youth from other members of the society. These include: vision, strength, industrious, group identity, traditionalism and high social and innovative. Youth restiveness is the extreme form of deviant behavior among youth which is socially unacceptable in the society (Yufuf, 2014:11). Elegbelye (2015) defines youth restiveness as a sustained prostration embarked upon to enforce desired outcome from a constituted authority by an organized body of youths. It is marked by violence and disruption of lawful activities. Youth restiveness involves the combination of actions behaviors attitudes exhibited by youths that are socially unacceptable and unwholesome in the society (Igbo &Ikpa, 2013). They said that youth restiveness has been a device through which youth use to obtain what they want from the relevant authority.

For Chukwuezi (2019), youth restiveness is a despicable act of being perpetrated by a significant portion of youth in various communities that can no longer be ignored. As the name implies, it is combination of any action or conduct that constitutes unwholesome socially acceptable and unworthy. It is a phenomenon which in practice has led to a near breakdown of law and order, low productivity due to disruption of production activities, increasing crime rate, intra ethic hostilities, and harassment of prospective developer and other criminal tendencies. Youth restiveness becomes a national crisis going by its disruptive tendencies. Ogbeifun (2017) group the restiveness of Nigerian youth into three categories:

∗   Youth engaged in genuine agitation for their rights

∗   Youth engaged in self-seeking and criminal activities

∗   Youth who are seeking revenge for the "use and dump" attitude of elites in Nigeria

Causes of Youth Restiveness in Nigeria

In Nigeria, it is becoming fashionable to use restiveness, terrorism or militancy as a transactional device to get what the youth desired from concerned authorities o the government (Enueme and Onyene, 2010). Historically, the origin of these nefarious acts by these young ones date back back to

the 1930s. in Nigeria, these villainous activities were first noticed in the days of Herbert Macaulay in 1934, when he set up a political party without the consent of the educated youths. This gave rise to the formation of political parties like the National Council of Nigeria and the Cameroun (NCNC), (1945), Northern People's congress, (NPC), (1949) and the Action Group, (AG), (1951). Each of these parties had their powerful youth wings. (Johnson, Maciver, & Patrick, 2019).

After this era, it became a normal vogue that higher institutions started forming students' union government. It now moved like a prairie fire when campus cultism, gangsterism, ethic cliques, and others came board with the same or similar motives. There were other non-campus cliques that were ethnologically militants. Such groups include movement for the Emacipation of the Niger Delta (MEND), Odua people's congress (OPC), Arewa consultative forum (ACF), and Movement for the Actualization of the Sovereign states of Biafra (MASSOB) which is today the Indigenous people of Biafra (IPOB), Movement for the survival of Ogoni people (MOSOP) et-cetera, in the country (Chukwuemeka, 2010).

Oyadeyi (2012) opines that other major causes of restiveness, militancy and terrorism include religious intolerance, buying of votes/election rigging, tribalism and corruption in high places. Again, lack of social welfares, corruption, misinformation, lack of humanitarian activities and poverty precipitate the trio youthful dangers in our society. These various groups mentioned above are highly obnoxious mostly with or without agenda and or agitations. In fact, because of their facelessness, society evil men, ethnic groups and or politicians hire them for their selfish aims and agenda to unleash mayhem in society in form of terrorism, militancy, kidnapping, killing during elections, robbery, maiming and ritual killings. Other factors include:

Unemployment

Unemployment is a hydra-headed monster which exists among the youth in all developing countries. Experts believe that the number of jobless youth is twice as high as official estimate. Zakaria (2016) believe that the rising tide of unemployment and the fear of a bleak future among the youth in African countries have made them vulnerable to the manipulations of agents provocateurs. These include aggrieved politicians, religious demagogues, and greedy multinationals companies that employ these youths to achieve their selfish ambitious. Zakaria (2016) developing countries are responsible for youth restiveness with disastrous consequences.

Poverty

Poverty connotes inequally and social injustice and this traumatizes the poor. More than 70 percent of people in Nigeria are in abject poverty, living below the poverty line, and one-third survive on less than US $ 1 dollar a day (Zakaria, 2016). This figure includes an army of youth in urban centers in Nigeria who struggle to eke out a living by hawking chewing sticks, bottled water, handkerchiefs, belts etc. the sales-per-day and the profit margin on such goods are so small that they can hardly live above the poverty line. Disillusioned, frustrated, and dejected, they seek an opportunity to express their anger against the state. Aworawo (2012) and Zakaria (2016) agree that there is a link among poverty, loss of livelihood, inequality, and youth reativeness as evidenced by the numerous violent protests against the wielders of power in Nigeria.

Inadequate Educational Opportunities and Resources

The after effect of this situation is that thousands of young prople roam the streets in cities in Nigeria. Those who manage to complete secondary school have no opportunities for tertiary education. Having denied the chance to reach their potential, they are disoriented and readily available for antisocial actions (Onyekpe, 2017). Worse still, some who struggle to enroll in various educational institutions drop out due to lack of basic learning facilities. This situation is attributable to the dwindling resources of government at both federal and state as a level as a result of an economic meltdown.

Effects of Youth Restiveness in Nigeria

Youth restiveness is a social vice that gives the entire nation sleepiness night. The effects are multifaceted. Chukwuemeka, Anazodo & Nzewi (2011) asserted that the effects of youth restiveness on Nigerian society are loss of lives and properties, civil unrest, upsurge of social vices and crimes, retardation of national development, religious crises, high mortality rate,

especially among the youths, insecurity of the country, increase in poverty and depreciation of natural resources. Chika and Onyeneke (2010) agrees that youth restiveness encourages sectionalism, discourages foreign investment and escalates unemployment opportunities of the youth in the country. Coleman (2016) observes that where the youths are idle, there is likelihood for them to be used as the devil's workshop. The more widespread and intense deprivation is among the members of a population, the greater is the magnitude of violence in one form of the others.

Need for Vocational Guidance to Curb Youth Restiveness in Nigeria

When an individual is not engaged in productive venture, there is high probability that he/she would engage in crime therefore Nigerian youth needs to be employed in other not to engage in any act that will breed frustration and despondency.

Vocational guidance has so many roles to play on youth restiveness in Nigeria through the following ways:

Analysis of the individual: The youth should have extensive knowledge about themselves and match this information with such things as home background school progress, work experience, personality, health, values, interests, aptitudes and achievement. Self-appraisal of the youth is a necessity and it is the counselors through vocational guidance that should assist the youth through test administration of both interest and aptitude test to provide occupational information. It also aid in placing talent where it is needed. The youth is assisted to make the best possible vocational choice in order not to be frustrated (Egbochuku, 2018).

Occupational information: Occupational information is defined by Oladele (2012) as the fact about job for use in vocational guidance or a description of man's work. This entails the publication and dissemination of facts on the nature and prospect for employment in different occupations. The data so derived from self-appraisal enable our teeming youth to search for an occupation. The youth needed to be guided in assessing the resources around them and exploring ways of making new products, and finding new ways of making new products and finding new sources of livelihood so as to be self-employed.

Vocational Counselling/Guidance

This area of guidance/counseling is centered on the world of work. Vocational counseling or guidance is the process of helping the individuals ascertain, accept, understand and apply the relevant facts about the occupational world which are ascertained through incidental and planned exploration activities. Okeke (2020) also came up with a definition that vocational counseling/guidance may be viewed as the process by which all the various factors affecting individual occupational services are sorted out. Therefore, vocational counseling assists our youths to make realistic and wise choice in line with the needs of the society. That is why Omebe (2014), argue that vocational maladjusted in the society later. In schools, vocationally counseling is designed for the counselor to assist students choose careers that match their potentials (Lapan, 2010).

Technology Education and Manpower: Without education no meaningful development will take place. In Nigeria, Technology education can be relied on to accelerates the technological, industrial and economy development of the country. Olaitan in Nwobasi (2016) noted that it can be used to ameliorate the unemployment situation in the country, promote faith in education and promote the dignity of labour. He went further to noted that technology education in most developed countries arose as a need to develop weapons for war and in some countries overcome the impact of war. In Nigeria, it came as a result of premarital shortage of skilled manpower, high rates of graduates unemployment, prolonged economic recession and technological backwardness. As noted by Olaitan, Nigeria of 21st century is a technology is responsible for the economic vicissitude of the country.

Providing Entrepreneurial Spirit to the Youth: Nwobasi (2010) said that innovational skills prepares young people to be responsible and provides opportunities for youths and competencies related to core entrepreneurial knowledge skills attitudes including creativity and critical thinking, Entrepreneurship education and innovational attributes provide benefits to society, even beyond their application to business activity. Counselors inculcating in students the practical skills will be

of immense help to them in order to have innovational skills for self-reliance. An entrepreneur promotes employment rather than seeking for an employment. Entreprenuers have the ability to spark news ideas, develop new products and services that creates business. (Idogho and Ainabor, 2011). The role of counselors in providing solution to numerous challenges of entrepreneurship education in our schools will promotes creativity technical know-how, independent mind, improvising skills among our graduates that look for white collar job that is not existing.

Conclusion

From the foregoing, it is undisputable fact that vocational guidance is good machinery in curbing youth restiveness. An educated person would not want to waste his/her future, unless such person is heartless and made to go the way he/she came into this life. Vocational guidance is expected to equip Nigerian youths with the right knowledge, abilities, capacities and attitudes in any area of study to qualify them for gainfully employment abilities and motivation to become self-reliant, self-employed and employer of labour leading to sustainable economic growth in Nigeria.

Recommendations

Guidance counselors should be in the fore front to fight against youth restiveness by organizing programme where youth can acquire assertiveness skills, decision- making skills and develop positive self-concept. It imperative that, through counseling intervention, students (youths) and staff can constantly dialogue. There should be adequate platform where government in particular and various groups in the society can come together periodically to allow dialogue with the youths. Others include:

1. The federal government should take positive steps toward addressing poverty in the country through youth empowerment.
2. Steps should be taken to ameliorate the issues of high prices of essential commodities such as electricity bills, fuel pump prices, rents, housing problem, etc.
3. Counseling services should be made available to youths in schools and out of schools.
4. CASSON in collaboration with the government should promote family and community counseling.
5. Undertaking leadership training for youths from different religions, backgrounds, faith and ethnicities should be addressed.
6. Organizing short-term residential camps for our Restive youths, Terrorists and Militants.
7. For national integration, multicultural activities should be organized.
8. Promoting inter-state youth's programmes like football, athletics, etc
9. Symposia and seminars on national integration should be organized.
10. For peace and orderliness to reign in Nigeria, job creation must be given a priority of our idled millions of youths.

REFERENCES

Akpokigbe, R. & Egovi, A. (2020). Youth restiveness in Nigeria: Implication on sustainable national development. *University of Jos Journal of Education 21 (3)*

Awolowo, D. (2020). Mal- distribution and poverty as factors in the crisis of the Nigerian state. The constitution: *A Journal of constitution development 1 (2), 1-13*

Chika, P.E & Onyeneke. V. (2010) Youth restiveness in the Niger Delta of Nigeria. *Implication for education Journal of international studies 1 (2), 45-50.*

Chika, P.E & Onyene. V. (2011) Youth Restiveness in the Niger Delta of Nigeria. Implication for education and leadership. *European Journal of social sciences 18, 2,286-296.*

Chukwuezi, C.O. (2019). Poverty and youth restiveness in Nigeria: *Implication for national development Journal of social sciences. 2 (2), 39-42*

Chukwuemeka, E. E. O. (2010). Niger Delta youth restiveness and socio- economic development of Nigeria. *Educational Research Review. 3(7),400-407*

Chukwuemeka, E. E. O, Anazodo, R& Nzewi, H. (2011), Social Conflict in the

South-South Nigeria. *African journal of political science and international Relations 5,335-340*

Colman, J.S. (2016). Nigeria background to nationalism: Borburg and Winston

Egbochukwu. E. O. (2018). *Guidance and Counselling: A comprehensive text* summer Education publishers (Nig) Ltd.

Elegbele, O.S. (2015) Recreational facilities in schools: A panacea for youth restiveness. *Journal of Human Ecology 93-8.*

Enueme, C.P & Onyeme. V. (2010). Youth restiveness in the Niger Delta of Nigeria. Implication for Education. *European Journal of Social Sciences 5 (2) 286-296*

Idogho , P. O, & Ainabor A. E (2011). Entrepreneurship education and small scale business management skill development among students of Auchi Polytechnic Auchi Edo State Nigeria. *International Journal of Business and Management, Vol 6 (3), 170-186.*

Igbo, H.I & Ikpa. i. (2013). Effects and ways of curbing youth restiveness in Nigeria: implication for counseling. *Journal of Education and practice 4(6), 131-137*

John, E, Maciever, I & Patrick, C.1. (2019). The causes and effects of youth restiveness, terrorism and militancy in the Niger Delta Region of Nigeria as perceived by the Niger Delta University, Bayelsa State. *Implication for counseling international Journal of Research – Granthalaya Vol, (7), 5-10 .*

COUNSELLING AND EMPOWERING WOMEN THROUGH ENTREPRENEURIAL LEADERSHIP FOR INCOME GENERATION

DR. ROSELINE E. UMEZULIKE
Department of Educational Psychology/Guidance and Counselling
Nwafor Orizu College of Education Nsugbe
Anambra State
Email: roseumezulike@yahoo.com

Introduction

The high rate of dependency, poverty, and unemployment among Nigerian women has underscored the need for them to embrace entrepreneurship education and become entrepreneurial leaders. Nigerian women have suffered marginalization by the policies and programmes of successive governments for decades, and these have subjected them to social, political and economic disadvantages. In Nigeria, very few women are appointed by the federal, states and local governments to membership of boards which direct the running of public economic enterprises. Within the economy itself there are by far more men than women in the powerful modern sector of business and industries. Women are mostly trapped in the small rural farming economy, as well as the informal urban economy of petty trading, craft and artisan works, causal daily paid labour, food selling, domestic services as house girls (Ofoegbu, 2001).

It is unfortunate that because of centuries of inactions, ignorance and conservatism, the actual potential role of women in the society has been ignored, preventing them from making their right contributions to social progress. It is also because of distorted and/or partial information about their contribution to family and society that they are denied their rightful status and access to developmental resources and services contributing to their marginalization.

Women empowerment is a key to national growth and development. That is why different countries of the world are investing heavily in women education and training, skill development, wealth creation, leadership training. Women constitute almost half of the total population in the world and out of which two third of world's adult illiterates are women. Apparently the most disadvantaged section of society is the women. They are the silent majority of the world's poor population. They face peculiar social, cultural, educational, political and allied problems (Agrawal, 2003).

Entrepreneurship is the state of engaging self productivity in business ventures. It is the real willingness and ability of an individual to look for an investment avenue by sourcing fund for establishing and running of a business successfully. In other words, it is the process of discovering new ways of achieving success by combining human and material resources or evolving new ways of utilizing resources that previously existed. Entrepreneurship is about owning a personal business. It is the knowledge and skills needed to create jobs by conceiving and starting up new businesses. Ariyibi (2012) Green (2005) also defined it as transforming ideas into enterprises that can generate an economic, cultural and social value. The purpose is to be self employed, create jobs for self, others and effect social, political and economic changes. kuratko (2005) see it as a dynamic process of vision, change and creation which requires to be taught for the transfer of its skills and knowledge from an expert to someone else. Thus, entrepreneurship leads to the creation of business whose size and levels depend on individual's available means for investment and time.

Entrepreneurship plays a vital role in economic development through creation of utilities and generation of employment within a short period (Onyemah, 2011). Entrepreneur leadership spirit is a mindset, an attitude and approach that motivate women to bring about changes instead of adapting to existing orders. Entrepreneurship education helps to provide women with the skills, knowledge and motivation to run entrepreneur establishments successfully and inculcate entrepreneur leadership spirit in women.

Counselling services that involve entrepreneurial counselling for different people especially

the women can help them make right choices and decisions in business plan. Women empowerment will give women the opportunities to be leaders in their business, take charge of their life and situations around them, controls what goes in and out of their business and through that they can influence their environment.

Women are becoming increasingly important in the socio-economic development of nations as they account for significant percentage of the operators of Small and Medium Enterprises (SMES). The role of entrepreneurs as agents in the labour market for creation of employment, wealth creation, poverty alleviation and provision of resources has helped tremendously to increase the number of women- owned entrepreneurial ventures in the world (Aruwa, 2006). Ikechi and Edward (2009) asserted that entrepreneurship acts as a tool for income generation, raising productivity through innovation, facilitating transfer of technology, playing key role in commercializing new products, redistribution of wealth and income, ensuring foreign exchange and promoting social welfares.

According to Aruwa, Tende, Igbokwe, Andah, Abdullahi, Adamu, Nwala & Abubakar (2012), women entrepreneurial activities in Small and Medium Size Enterprises (SMES) enable them to effectively combine their productive and reproductive roles because the flexibility in hours of work permit them to care for their children and also contribute substantially to economic growth. According to the United Nations Research Institute for Social Development (2010) most women across the globe rely on the informal sector for an income. If women were empowered to do more, the possibility for economic growth becomes apparent, empowering women in developing countries is essential to reducing global poverty since women represent most of the world's poor population. This explains the reason why it is necessary for counseling and empowering women through entrepreneurial leadership for income generation.

Concept of Counselling

Counselling is a process by which trained counsellors offer help to an individual in a one-to-one or one-to-many encounter. Ortese (2014) viewed counselling as an interactive encounter in which a person who needs help, the (counselee, client) in whatever area is assisted by a trained specialist (counsellor) to make rational and worthwhile vocational, academic or personal social choices and decisions to modify behaviour to suit self and society, adjust to new changes and environment, contain stress, tame his environment, understand himself in terms of his self concept, self efficacy, his strengths and weaknesses and being able to overcome his anxiety and fear, resolving relationship problems, being able to train children better, motivate staff and learners alike.

Counselling is a helping relationship between two persons usually an individual who is confused and needs help or assistance (client, or counsellee) and a professional or trained person (counsellor). The counsellee is helped or assisted by the counsellor in the resolution of personal difficulties, life situations, and making of personal choices and decisions, understand self worth and the environment in order to have a stable personality.

Counselling involved a lot of processes, steps, methods and theories. It requires training in psychology, techniques and theories of therapy as well as an in-depth knowledge of the personality, social, spiritual and moral aspects of the individual as well as the person's environment. The counsellor must be creative and well informed about the happenings in the environment. He should be able to disseminate useful and current information to the client. Ortese (2004) observed that through test and evaluation, the client (students) is helped to understand his strengths and weaknesses mentally, physically and emotionally (self-concept). The career information provided to him broadens his career concepts. These enable him in school to choose right subjects that will help him achieve his career aspirations. Adejo (2011) states that students often lack the spirit of hard work, dedication to duty and the basic vocational skills to survive in the real world of work.

Hence from these definitions, it is believed that counselling service involves vocational counselling that can help learners to make right career choices and decisions. It is therefore good to design counselling to accommodate entrepreneurial counselling for different individuals or group of people especially the women, for them to make right choices in business plans based on their interests,

skills, capabilities, potentials and areas of needs. Abdulganiyi (2012) cited in Eduwen (2015) opined that such counselling service should be redesigned to guide participants through the exploration and evaluation of entrepreneurial options, the type of business or industries which might fit the individual interest, skill and needs, the business plan and marketing skills, who, when and how to hire. Eduwen (2015) added that entrepreneurial counselling should also cover such area as establishing person to person relationship with the entrepreneur who has problem which he or she cannot solve alone in which the service of an experienced counsellor is needed to solve such problem.

Women entrepreneur leaders occupy an important position in any market economy. They act as catalyst in the economic transformation by activating, energizing and stimulating all economic activities. The economic success attained by developed nations all over the world is the result of encouraging and rewarding the entrepreneur instinct. A nation's prosperity is tied to the degree to which it supports and encourages entrepreneurial activities because they are the critical determinants of development, job creation, industrialization and its economic advancement. These advantages of entrepreneurs necessitated this paper to inculcate entrepreneurial mindset among Nigerian women.

The Concept of Empowerment

The word empowerment is connected to many aspects of life in different dimensions. Okereke (2010) cited in Bello and Abubakar (2016) sees empowerment as a process of giving strength, push or enablement to do something to make it perform the desired or expected task. He went further to explain that empowerment in relation to human being is a mental, spiritual, intellectual, moral and physical reawakening. Eduwen (2015) stated that empowerment is a process of increasing the assets and capabilities of individuals or groups, make purposive choices and transform those choices into desired actions and outcomes. Empowered people have freedom of choice and action. This in turn enables them to better influence the course of their lives and the decisions which affect them.

In essence, empowerment speaks to self-determined change. It implies bringing together the supply and demand sides of development - changing the environment within which poor people live and helping them build and capitalize on their own attributes from education and health care to governance and economic policy, activities which seek to empower poor people are expected to increase development opportunities, enhance development outcomes and improves people's quality of life. With the definitions, and explanations above if entrepreneurial counselling is designed, it can go a long way to empower somebody to gain control over his life and situation, make right choices and decisions, have confidence and strength to do something or carry out a business plan that will benefit him/her, the community and the society which will bring about national growth and development.

The Concept of Women Empowerment

Women empowerment means to give opportunities or create an enabling environment for women to take charge of their lives and situations around them, and to take control of their economic, social, spiritual, and political lives to influence their environment positively. Empowerment can give power to women to have control over the circumstances of their lives. It includes both control over resources and ideology, greater self-confidence and an inner transformation of one's consciousness that enables one to overcome external affairs. Okemakinde (2014) cited in Bello & Abubakar (2016) explains that women empowerment is a veritable mechanism to increase women skills and abilities, their control over the resources and decisions affecting their lives.

Women empowerment is regarded as the breaking of barriers that limit women from doing certain things men do in the society. Women naturally are productive and creative, they are good inventors and initiators, and they have the power to reinvent their abilities towards a useful venture that can benefit them and the society. Women have what it takes to develop the society and given the opportunity, they can explore their environment. This empowerment can be through education, training, acquiring of skills, and formulation of economic policy to favour the women, good health care policy to take care of their health, provision of funds to expand their business and to eradicate poverty.

Eduwen (2015) affirms that this can be done at all levels of government, agencies and non-profit community based organizations. They should create programmes that are centred on women

empowerment and development. Hence with programmes on women empowerment and development the future of the society will be bright and prosperous. When you empower a woman, you empower the whole society. In essence, women empowerment expands the horizons of a woman to make her self-reliant and self-sufficient. She becomes an instrument for social and economical change that will increase and enhance the development and improvement in qualities of life of people in the society.

Who is an Entrepreneur?

An entrepreneur is a person who organizes and manages any enterprise; especially a business usually with considerable initiative and risk, rather than working as an employee. An entrepreneur runs a small business and assumes all the risks and rewards of a given business venture, ideas, or goods or services offered for sale. The entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes.

Gottlieb (2014) expressed the view that an entrepreneur is someone who can take any idea, whether it be a product and/or service and have the skill set, will and courage to take extreme risks to do whatever it takes to turn that concept into reality and not only bring "it to market, but make it a viable product and/or service that people want or need". Entrepreneurs tend to be good at perceiving new business opportunities and they often exhibit positive biases in their perception (i.e. a bias towards finding new possibilities and seeing unmet market needs) and a pro-risk taking attitude that makes them more likely to exploit the opportunity. In addition, successful entrepreneurs are driven by a need for achievement and the desire to make a meaningful difference. The most important traits are passion and persistence; they also exhibit entrepreneurial spirit which is characterized by innovation and risk taking

Qualities of a Successful Entrepreneur

A successful entrepreneur has a distinct personality trait that sets him apart from other organization leaders: a sense of curiosity. An entrepreneur's ability to remain curious allows him to continuously seek new opportunities. Rather than setting for what he thinks he knows, successful entrepreneur asks challenging questions and explores different avenues. To this end, he has the capacity to lead in a business plan, control a commercial undertaking, direct factors of production and the human, financial and material resources that are required to exploit a business opportunity. They act as managers and oversee the launch and growth of an enterprise. This implies that an entrepreneur is a leader. He/she assumes the leadership position when he/she controls and directs the factors of production of a business, his leadership qualities are seen when there is growth and increase in the business. He utilizes his managerial wisdom and knowledge to pilot and control the resources of the business, be it human, financial and material resources.

New ideas and innovations about the business plan are initiated by the entrepreneur. He is an inventor, and he is creative, proactive and productive at all times. He makes sure that the business strives; he exhibits a passionate style of leadership in order to attract the goodwill of his consumers. Women are mostly found in these categories of leadership position. They are inventors, creative, proactive and productive leaders in their various homes and communities. Empowering them through education and training will give them greater opportunity to utilize their leadership qualities in order to maximize profit in a business.

There is the need to identify the qualities of a successful entrepreneur, so as to imbibe in the women such qualities that will enable them to be one. Some people are burning with the desire to excel and they are found to have traits to enable them do well. According to Aruwa et'al (2012), some of these traits may include:

1. **Leadership -** It is not always possible to run an enterprise single handedly; assistance from other people is needed from both skilled and semi-skilled hands. The entrepreneur has to motivate, direct and guide   these people to accomplish his goals. It takes a good leader to motivate people.

2. **Goal setting -** Most entrepreneurs believe in achieving results, therefore he/she sets clear and measurable goals. He/she is persistent, persevering and also determined to ensure these

objectives are met.

3. **Self confidence -** Entrepreneurs believe in themselves, they have confidence that they can out-do anyone else in their field. Once he/she sets goals, he/she has to believe in his/her ability to achieve same, he/she is not disturbed or discouraged by obstacles.

4. **Risk taking -** Any new business poses risks for entrepreneur. They may succeed or fail in the new business ventures. As a precaution, entrepreneurs are likely to shun ventures in which the odds against them are high and they are not manageable.

5. **Innovation -** This is generally the most distinctive entrepreneurial trait which enables an entrepreneur to tackle the unknown, to do things in new and different ways, to weave old ideas into new patterns, and to offer more solutions than excuses.

6. **Creativity -** An entrepreneur has to be original and innovative. Creativity is the generation of new ideas. Entrepreneurs are usually creative people who come up with different ideas; they are resourceful, versatile and knowledgeable. Entrepreneurs should be flexible when consumers are not recapturing their products.

7. **Accountability -** Entrepreneurs generally are goad record keepers and they want full credit for their success or will assume full blame for their failure. To measure their performance, entrepreneurs may use several yardsticks. These yardsticks measure profitability. Profits tell entrepreneur how well they are doing in the market place.

The Concept of Woman Entrepreneur

Women entrepreneurs according to Ugoaru Igbinosa and Onunu (2012) constitute 10% of the number of entrepreneurs in our country. This has been a significant growth in self employment of women, with women now starting new ventures at three times the rate of men.

According to Aruwa, Tende, Igbokwe, Andah, Abdullahi, Abdulmumeenu, Nwala and Abubaka (2012), woman entrepreneur may/be defined as a "group of women who initiate, organize and run a business enterprise." It can also be defined as women participation in equity and employment of a business enterprise. Ofoegbu (2001) maintained that although Nigerian women make up the half population of the country they do not have equal economic opportunities or success with men. Aruwa, et'al (2012) further said that in the traditional society, they were confined to the four walls, playing household roles, but in the modern, society, they are coming out to participate in all sorts of activities. Few of them venture into services industry relating to hospitality catering, educational services, consultation or public relations and beauty clinics.

Ofoegbu (2001) further maintained that as a result of certain attitudes and practices which have developed in our society from traditional era to modern times, women are still being discriminated against with respect to access to productive resources like land (for farming or building) and credit facilities (loans, grants from banks and government agencies) with which they could develop economic enterprises, fewer women than men have development and business management skills. This limits their chances of access to top management appointments or to start medium or large scale business ventures of their own.

In addition Aruwa et'al (2012); affirms that women enter entrepreneurial activities due to economic factors which pushed them to be on their own and urge them to do something independently. Women prefer to work from their own work residence because difficulty in getting suitable jobs and desire for social recognition motivate them towards self employment. Today we have a lot of women professionals in medicine, law, engineering, entrepreneurs, etc. Some of them set up schools, hospitals, training centres, catering homes etc.

Women Empowerment

The term empowerment refers to increasing the spiritual, political, social educational, gender and economic strength of individuals and communities. It is believed that when a woman is empowered, the society is empowered too. A number of benefits is derived from women empowerment, such benefit-according to Eduwen (2015) include the following:

1. Job creation — Women, empowerment will assist in the area of job creation. Women entrepreneurs

therefore operate more often in the agricultural, manufacturing, trade and service sectors. This makes them employees and reduces the unemployment rate among women in our country.

2. Poverty eradication — Poverty is a major problem among third world countries especially in our country Nigeria. Women empowerment will   help in the reduction of poverty among nations. When women are empowered financially, they invest in different businesses that generate income to sustain their family, help their relations who are poor and invest for future development.

3. Women are very important in every society, engaging in different economic activities that will help to feed their families, raise children and take care of the homes.

4. Women empowerment will go a long way in the society as a way of fighting gender violence so that peace, progress, and economic revival will take place in the country.

5. Good education standard-   Any woman who is empowered through education can contribute to the growth of education sector by donating generously to the educational facilities in schools.

6. Security — Women empowerment increase the spirit of patriotism in them and they become security conscious in the affairs of the nation.

7. Growth of entrepreneurs - Women empowerment facilitates the growth of entrepreneurs in the country. Women entrepreneurship is a central aspect of economic development and public policy concern in most countries. The role of entrepreneurs as agents in the creation of employment, wealth creation, poverty alleviation and provision of resource has helped tremendously to increase the number of women owned entrepreneurial ventures in the world.

Income Generation

Income is the money one earns from whatever work one does. Any activity one engages in to earn money is an income generating activity. According to Ofoegbu (2001), there are many types of income generating activities one can engage in. This work is however focused on some of those morally and socially acceptable activities women can engage in to alleviate poverty. These activities will improve their standard of living and consequently enhance their self-confidence and self- reliance, in spite of the social-economic constraints militating against them, hence leading to their economic empowerment.

Sustainable Sources of Income Generating Activities

Income generating activities are those activities we engage in to earn enough money so that we can make a living to support oneself, the family and the society and be financially independent. Ohanaka (2011) noted that financial independence means one producing what brings money on a regular basis to take care of one's everyday needs. Different women in the country have been receiving training on income generating activities through Women Employment Training Pragramme (WETP) of the Federal Government of Nigeria. This involves the training of women and vulnerable persons in business skills to enable them establish specific skill based enterprises within the shortest possible time. With this training, women are encouraged to go into different income generating activities to help themselves and the society such activities may include:

1. Agriculture and animal production such as fish farming, poultry, snail farming, food crops, grain cultivation, fruits and vegetables, indoor plants, flowers, animal production, dairy products, aromatic and medicinal plants and drying and preservation.
2. Food Processing such as corn processing, yam floor, cassava, palm oil, groundnut processing.
3. Tailoring and Fashion Design
4. Household Chemicals/Cosmetology such as Liquid soap/Detergent, Air fresher, Izal, Hair cream, Body cream, Hair shampoos etc.
5. Bakery/ Confectionery,
6. Canteen project such as cooking, baking etc
7. Knitting
8. Interior design/ decoration
9. Catering
10. Art and crafts
11. Tie and dye

12. Bead stringing/ hat making
13. Shoe making/ leather works
14. Printing and sign writing
15. Computer programming
16. Hair dressing/manicure. Women can engage in other businesses such as pure water production, polythene shopping bag, production; establishment of schools, vocational skill acquisition centres, clinics and hospitals, Non Governmental Agencies (NGOs) etc.

Sources of Funding

Most women in Nigeria are hard working; they reside mostly in the rural areas and are poorly remunerated for farming activities and other businesses undertaken. These women with the expectation of a few who fall into the high income bracket do not have valuable collateral most times to gain access to formal credit facilities, especially the ones provided by banks. These women need the support of people around them to establish their businesses and become successful. Such support can be from;-

1. Personal saving/group saving
2. Loan from friends, relative or banks.
3. Co-operative societies, women can form co-operative societies to help themselves.
4. Form a partnership.
5. Commit to a major customer,
6. Grants from government.
7. Government agencies can give people the initial capital for a business e.g. National Empowerment and Economic Development Strategy (NEEDS). **Sarvodaya Economic Enterprise Development Services** (SEEDS), **Local Economic Empowerment and Development Strategy** (LEEDS), Subsidy Reinvestment and Empowerment Programme (SUREP), Agricultural Development Programme (ADP), National Directorate of Employment (NDE), National Economic Reconstruction Fund (NERFUND), Family Economic Advancement Programme (FEAP).

Counselling Implications

Women need counselling in the process of daily activities; therefore there is the need to design and develop entrepreneurial counselling to help women carry out their entrepreneurial activities and adjustment to life situations.

Empowerment in the context of women's development is a way of defining, challenging and discovering barriers in a woman's life through which she increases her ability to shape her life and environment. It is an active and multidimensional process which should enable women to realize their full identity and power in all spheres of life.

However, it is sad to note that in spite of various policies and programmes aimed at women empowerment in Nigeria, little success has been achieved. One factor responsible for this is lack of entrepreneurial counselling. Poor implementation of counselling services in our educational sector contributes to poor vocational skills development and small scale enterprises programme designed to combat unemployment among women.

Counselling services should accommodate entrepreneurial counselling for different individuals or group of people especially the women. This will enable them to make right choices and decisions in business plan based on their interests, skills, abilities, potentials and areas of needs. Empowering a woman through entrepreneurial counselling helps her to build self-confidence, self-efficacy, insight and understanding and develops their personal skills. She can analyze situations around her and communicate effectively with others.

Entrepreneurial counselling is highly necessary in any empowerment programme, be it local, state or at the federal level. Without entrepreneurial counselling the whole purpose of empowerment is often jeopardized. This is so because it is necessary to counsel the entrepreneur on how to manage entrepreneurial resources at his disposal. To charge them to develop an entrepreneurial mindset and to give them orientation

to uncover the tricks and the dynamics of entrepreneurship, this process will enable the empowered individuals to compete favourably with their counterparts anywhere all over the world (Abdulganiy, 2012).

Counselling should facilitate empowerment of women in internet activities through individual and group counselling. Counseling should aim at building relationship between technology and entrepreneurship and also seek opportunities using modern technologies. Technology helps businesses, and women to empower themselves by using various tools on the Internet. With the introduction of the World Wide Web (www), women have begun to use social networking sites like Facebook and Twitter to start online activism (Sutton & Pollock, 2000).

Through entrepreneurial counselling, the counsellor should assist women to have more access for this basic information such as sources of credit, available markets, raw materials, and machinery. This will encourage their participation in income generating activities. The counsellor can help the women in their entrepreneurial development through vocational education by encouraging them to develop interest in agriculture, business education, art and, craft etc. Women who are graduates of Agriculture from the various institutions should make use of the counsellor's advice to establish agricultural businesses such as snailry, poultry, crop farming, fishery and others.

Women can go a long way in using the counsellor's advice on secretarial and computer education acquired to establish various businesses such as business centres and computer outfit. Women who are good in arts and crafts can also use the counsellor's advice to utilize their drawings and other arts and craft skills to set up arts and crafts centres. Under normal situation all these businesses when adequately established should fetch the women some money as entrepreneur

Conclusion

Women development process should start from their childhood. In other words, all forms of discriminations against the girl child should be eliminated. Counsellors should embark on programmes of enlightenment and orientation of parents, teachers, students and the government, to develop positive attitude towards the education of women right from primary to tertiary as this will increase women capacity to be active participants in entrepreneurial activities.

To fight poverty, the pivotal place of women in society (especially in rural areas) needs to be accepted and supported. They need capacity building and training, in functional areas such as finance, literacy skills, marketing, production and managerial skills. This will empower them to be good entrepreneurs and good leaders either as individuals or groups and thereby generate income and employment for themselves and for others.

It should be noted that women constitute majority of overall population. Women who engage in profitable income generating activities in agriculture, arts and crafts, commerce and small scale industries to attain self-sufficiency and self reliance leave a lasting economic legacy for the family and the society. They will be able to raise their self-esteem, self-confidence, self-efficacy and self-reliance if they empower themselves economically and this they can do by engaging themselves in various revenue generating activities. It will be for the benefit of not only themselves but also their families and the society.

Recommendations

Based on the foregoing, the following recommendations were made:-

1. Counsellors should through counselling programmes that focuses on health, vocational skills, agriculture, education and leadership training assist women to develop and become entrepreneurs. Women will most likely be economically viable and useful for self-reliance and self actualization.
2. Counseling should enhance collaboration between women and financial, policy and aid agencies through innovative models that take their lack of formal training and business expertise into account should be enhanced.
3. Seminars, workshops, conferences and sensitization campaigns at the local national and international levels should be organized by government and non-governmental agencies to expose the need to empower women on entrepreneurship skills for wealth creation and self-employment.
4. Access for credit by women entrepreneurs at the level of micro and small-scale enterprises should

be facilitated through innovative programmes and capital among other conditions.

5. Adequate sensitization of men and women on the issue of women empowerment should be carried out by the government to eliminate gender inequality in empowerment by decreasing women reliance on informal sector enterprises.

6. Nigeria government should as a matter of urgency remove all those artificial bottlenecks, and institutional barriers which have prevented the Nigeria women from participating effectively and efficiently in national affairs such as political and economic affairs to contribute their quota to national development.

References

Abdulganiyi, 0. (2012). The Relevance of Guidance and Counseling Entrepreneurial Empowerment Sokoto *Journal of the Social Science* 2, (2).

Adejo.G.O. (2011). Curbing the Menace of Examination Malpractices in Institutions of Learning in Nigeria. In M.J Adejoh and C.O. Iji (Eds) *the teacher in the contemporary Nigeria society* Makurdi*:* Asofad Printing Ltd.

AgrawaL S. (2003). *Technology Model for Women's Empowerment*; Kurushetra. 18-28

Ariyibi, A.O. (2012) Preparing future entrepreneurial adults in Nigeria through counseling today's in school adolescents. In H.O. Osinowo, O.A moromkola, 21 D.A. Egunyomi (Ed.s). *The Adults and Aged in Nigeria: Issues and Reasrches* (p278-292) Ibadan; Royal People (Nigeria) ltd

Aruwa, S.A.S (2006). *The Business Entrepreneur*, TEA Publishing, Kaduna.

Aruwa, S.A.S, Tende, S.B.A, Igbokwe, A, Andah, R. A, Abdullahi, S, O Abdulmumeenu, A, Nwala. M.N. & Abubaka, H.L. (2012). *Student Entrepreneurship Resource Manuel* (SHRM). Nasarawa State University, Keffi Entrepreneurship Development Centre, 1,62.

Bello, L. 1C & Abubakar, A. I (2016). Empowering women for National Stability ad integration: challenges and Counselling Implications. *The Counsellor,* 35 (1&2), 252-^253.

Eduwen, F. 0. (2003). *Fundamentals of Guidance and Counselling*, Benin City: Ogunlere Printing Press.

Eduwen, F. 0. (2015). Counselling and Entrepreneurial Empowerment of Women. *The Counsellor*, 34, (2),

Green, W.S (2005) *Entrepreneurship Education; Freedom, Reflection on the Kauffman Campus Initiative.* Kansus City. MD: Kauffman Foundation Occasional papers series.

174-180. Gottlieb, M. J. (2014). *How to Ruin a Business Without Really Trying, Margan James*; Publishing.

Ikechi, E. & Edward, D. B. (2009). *Challenges and Opportunities Facing Africa Entrepreneurs and their small firms, International Journal of Business research* 9(3).

Kuratku, D.F (2005) *"The Emergence of Entrepreneurship: Development, Trends and Challenges"*. Entrepreneurship Theory and practice, Nason, O.H South Western College Publishers.

National Directorate of Employment, (2014). *Annual Report Published by planning, Research and Statistics Department* (NDE) FCT Abuja.

Ofoegbu, S. A. (2001). *Income Generation and the Woman.* Published by Ajika Publisher FCT Abuja.

Ohanaka, H. C. (2011). *Skill Acquisition Made Easy.* (The easiest steps to self independence) Enugu: De-Mayor Press.

Okemakinde, T. (2014). Women Education: Implications for National Development in Nigeria. *European Journal of Globalization and Development Research* 9 (1) 553-560.

Okereke, C, (2010). *Gender Equality and Women Empowerment*. Nigeria: Akuteenwcre Press.

Ortese, P. T. (2004). Development client's self efficiency in career counseiling. *The Counsellor*, 9 (1), 153 162.

Ortese, P. T. (2014). Guidance and Counselling for Students and Teachers for Effective Teaching and Learning in Schools. Contemporary issues in Education *A publication of the faculty of Education* Nasarawa State University, Keffi. P 206.

Sutton, J. & Pullock. S. (2000). Online activities for Women's Rights, *Cyber Psychology and Behaviour*, 3(5), 699 706.

Ugoaru, L.O, Igbinosa of Onunu, R (2012), Counselling and Empowering Women through

IMPACT OF TREASURY SINGLE ACCOUNT ON PUBLIC SECTOR FINANCIAL MANAGEMENT IN NIGERIA

EKEMEZIE, EKENE
Department of Economics
Nwafor Orizu College of Education, Nsugbe
ekesonekemezie@gmail.com obinnaufoaro@gmail.com

&

UFOARO, OBINNA. A
Department of Economics
Nwafor Orizu College of Education, Nsugbe
obinnaufoaro@gmail.com

This study investigated the impact of treasury single accounts on public financial management in Nigeria. The study used time-series data from the World Development Indicators (WDI) 2020. The econometric technique adopted for this study is the autoregressive distributed lag model. The result of the ARDL bounds test suggests that there is a long-run relationship between treasury single account and public financial management in Nigeria. The main result shows that the effect of TSA on public financial management is noteworthy. The study was subjected to both pre-estimation and post-estimation tests. The study, therefore, recommended that the federal government of Nigeria should double its efforts in the implementation of the TSA.
Keywords: Treasury Single Account, Public Financial Management, Revenue Generation

Introduction

Over the years, the governments of various countries have paid attention to different efforts to propel the economy on the path of growth and development. To achieve these commendable goals, successive governments have proposed one or another policy that can stimulate the economy to achieve the goal. The treasury single account (TSA) is one of those policies formulated by the government to promote economic growth and development. The treasury single account is an economic policy that ensures and aggregates all government revenues in a single source called "treasury", which is controlled by the central bank.

Treasury Single Account (TSA) is a public accounting system under which all government revenue, receipts, and income are collected into one single account. It is usually maintained by the country's Central Bank, and all payments are done through this account as well. The philosophical underpinning of TSA is primarily to ensure accountability of government revenue, enhance transparency and avoid misapplication and mismanagement of public funds. The proponents of treasury single account argue that it will help to ensure proper cash management by eliminating idle funds usually left with different commercial banks, and in a way enhance reconciliation of revenue collection and payment (Adeolu, 2015; and Igbokwe-Ibeto, Nkomah, Osakede and Kinge, 2016). Therefore, a treasury single account (TSA) is a unified structure of a government's account that gives a consolidated view of government cash resources. It is also a tool used to establish centralized control over governments' revenue through effective cash management. It is a set of subsidiary accounts linked to the main account such that, transactions are made on the subsidiary accounts, but the closing balances are transferred to the main account.

Until the introduction of the TSA, Government Ministries, Departments, and Institutions (MDA) operated multiple accounts with commercial banks. The MDA used some of the funds that were generated to finance their operation and remained residues in the Federation's account. This gave rise to

leakage, incorporation of funds, insufficient budget,and financial planning. The best beneficiaries in this situation were banks provided to the government with deposits from government agencies and high-interest rates. Banks operated "arm chairs banking" as they stop mobilizing funds from other sectors of the economy (Ndubuaku, Ohaegbu, andNsimoh, 2017).

Hopefully, the implementation of TSA will help the Ministry of Finance to monitor the flow of funds because no agency can maintain any other operating accounts outside the supervision of Ministry of Finance (Central Bank of Nigeria, 2015). It is expected that TSA will have a positive impact on national economic planning, rapid and comprehensive budget execution; reduce leakage and other irregularities in MDA, and assist in proper planning, data collection, analysis, and timely aggregation of federal government revenue. The main benefit of TSA is the full control of government revenue and expenditure (Kanu, 2016). The single treasury account policy will allow the government to have a centralized revenue account at the Central Bank of Nigeria, allowing the federal accountant to control the cash flow in the treasury. The policy may also help limit corruption and leakage that are usually associated with government revenue, thereby improving the efficiency and effectiveness of cash flow management (Kanu, 2016).

It has been observed that, despite the introduction of the TSA, Nigeria's loss of revenue still exists, resulting topoor financial management, insufficient public fund, and expenditures in the country. Since the implementation of the single treasury account, the question remains ifthe federal government's performance in revenue generation, capital investment, and foreign exchange reserves has been affected?.Notably, the Central Bank of Nigeria (2019) reported that the gross federally collected revenue by the end of the first quarter of 2015 (a quarter before the implementation of the TSA policy) was N1,700.45 billion but by the end of the third quarter of 2015 (a quarter after the implementation of the TSA policy), the gross federal collected revenue came down toN1,686.83 billion and dwindled moretoN1,410.39billion by the end of the last quarter of 2015. While some public commentators are arguing that the decline in the gross revenue generation of the federal government of Nigeria during the last quarter of 2015 be attributed to the implementation of the TSA policy, others have argued that the federal government fared better in terms of her revenue, spending and savings capacity following the introduction of TSA. There has been the problem of inadequate revenue collecttion arising from general poverty in Nigeria.

It can be seen that the effect of TSA on the Nigerian public sector financial management has received significant research attention, though recently introduced. Adebisiand Okike (2016), Igbokwe-Ibeto et al (2016), Oti, Igbeng and Obim (2016), Igbekoyi and Agbaje (2017) also examined this trend, but most of these studies focused on the effect of TSA on financial management in the public sector without addressing its effect on corruption based on a time series perspective in Nigeria. This study, therefore, examined the impact of TSA on financial management in the Nigerian public sector from 2012 to 2020 using monthly data which is more frequent than annual and quarterly data. It is against this background that this study is designed to examine the impact of treasury single accounts on public sector financial management in Nigeria.

Review of Related Literature

Sabo, Muhammad andKaoje (2019) examined the impact of the Treasury Single Account (TSA) on bank liquidity in Nigeria from September 2013 to August 2017. The study employed a Robust Least Square (RLS) technique to estimate the variables under investigation. The findings revealed that the Treasury Single Account has a positive and statistically significant impact on bank liquidity. Equally, the interest rate has a positive and statistically significant impact on bank liquidity.

Using time-series data, Oguntodu et al., (2016) studied the relationship between government revenue, TSA, and GDP in Nigeria from 1999 - to 2015, applying the F-statistics test and the coefficient of determination. The results revealed a positive relationship between TSA, Government Revenue, and Gross Domestic Product.

Bashir (2016) also examined the effect of treasury single account on public finance management in Nigeria using both primary and secondary data which were analyzed using Pearson product moment correlation techniques. Based on the result of the findings, TSA policy will be adopted in blocking the identified financial leakages in revenue generation, promote transparency and accountability in the public financial system.

Ahmed (2016) carried out research on Treasury Single Account (TSA) as an Instrument of Financial Prudence and Management in Nigeria: Prospects and Problems. It was concluded that the system requires political will, honesty, and determination to overcome the various challenges identified in the paper to achieve the expected benefits of the system.

Yusuf (2016) investigated the effect of treasury single account on public finance management in Nigeria. The study made use of both primary and secondary data. The population of the study were Ministries, departments, and Agencies (MDAs) within the Bauchi metropolis using a sample of 72 respondents through judgmental or purposive sampling technique. The data collected were analyzed using the Pearson product moment correlation technique. Results showed that the adoption of a Treasury Single Account (TSA) is capable of plugging financial loopholes and promoting transparency and accountability in the public Financial System.

Ndubuaku, Ohaegbu, and Nina (2017) used time-series data from the CBN statistical fact book to specifically assess the impact of the single-account treasury on private-sector lending, deposit mobilization, loans and advances of deposit money banks in Nigeria. Both correlation and regression analyses were employed in the study. The study found out that TSA substantially affects private sector credit mobilization of deposits and loans, and advances.

Adekunleand Adegbie (2017) used Ordinary Least Square to investigate the impact of treasury single account on Nigeria's Economy. Data for the study were obtained from the CBN statistical bulletin (1999-2015). It was found that TSA implementation exerted a positive significant influence on economic growth.

Abubakar, Sani and Mohammed (2019) conducted a study on the relationship between Treasury Single Account (TSA), and Bank Performance in Nigeria. The paper employedAutoregressive Distributed Lag (ARDL) model to investigate the long-run influence of treasury single account (TSA), interest rate, and bank liquidity on bank performance for the study. The result of the ARDL bounds test revealed evidence of co-integration among the variables. Recommendations among others is that government agencies should work with the CBN in actualizing the proper disbursement of the huge resources allotted to the development funds, which is created by the Treasury Single Account on infrastructure, aviation, manufacturing, and power.

Adebisi and Okike (2016) studied the adoption of the treasury single account (TSA) and its effect on revenue leakages of Nigerian states. Structured questionnaire was used to collect data, and wereto the study were analyzed using regression analysis. The results revealed that the TSA adoption isan effective tool for curbing revenue leakage in Nigerian states. It was recommended that pay much attention to revenue leakages in the system.

Method

Model Specification

To capture the impact of treasury single account on public financial management in Nigeria, the study employed the autoregressive distributed lag (ARDL) bounds testing approach with a dynamic error correction model (ECM), where we apply the unrestricted ECM when noco-integration is detected or the restricted ECM if otherwise. The adoption of the ARDL approach cannot be unconnected with the statistical properties of our variables for this study where the unit root test result conducted showed that they are integrated of order zero [$I(0)$] and one [$I(1)$]. ARDL was proposed and extended by Pesaran and Shin (1998); and,Pesaran, Shin, and Smith(2001) respectively incorporating a bound testing approach to co-integration. Therefore, we specify our linear functional form model as;

REV=f(TSA)..1

Where REV = public financial management proxied by total federal government collected revenue in

billions of naira, TSA = treasury single account while *f* = functional form.
Following the works of Oguntodu, Alalade, Adekunle, and Adegbie (2016), we unbundle and represent our TSA variables as;
MS = base money measured as the currency in circulation, bank, and special intervention reserves in billions of naira.
CRE = credit to government
DEP = reserves with CBN measured as the deposit money bank's (DMB's) deposits with the Central Bank of Nigeria (CBN).
CAB = cash and balances with CBN
Forging ahead, we econometrically re-specify equation 1 reflecting the generalized ARDL (p, q) model;

$$REV_t = \alpha_0 + \sum_{j=1}^{p} \phi_j REV_{t-j} + \sum_{k=0}^{q} \lambda_k TSA_{t-k} + \mu_t \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots..2$$

Where a_0 = constant, ϕ_j, λ_k are the parameters, *p* is the lag length of the dependent variable, *q* is the maximum lag for the independent variable (s), *t* is the time, *j* & *k* are the initial/starting lags, μ_t is error term (which is white noise), while other variables remain as defined already.
Also, we perform the ARDL bounds test approach for equation 2 (ARDL (p, q)). This approach tests the null hypothesis of no co-integration against the alternative. The alternative hypothesis here implies the existence of a co-integration or long-run equilibrium relationship among the variables. The conditional ARDL (p, q) model is specified thus;

$$\Delta REV_t = \alpha_0 + \beta_1 REV_{t-1} + \delta_1 TSA_{t-1} + \sum_{j=1}^{p} \phi_j \Delta REV_{t-j} + \sum_{k=0}^{q} \lambda_k \Delta TSA_{t-k} + \mu_t \dots\dots\dots..3$$

We use equation 3 to demonstrate how the long-run equilibrium association or co-integration of the variables can be ascertained. Here, we test the null hypothesis that all the long-run coefficients are jointly equal to zero against the alternative that at least one of the long-run coefficients is not equal to zero. This is specified thus;
$H_0 : \beta_1 \quad \delta_1 \quad 0$
$H_1 : \beta_1 \quad \delta_1 \quad 0$
We can only specify the short-run model which is the ARDL (p, q) model in equation 3.3 if we are unable to reject the null hypothesis (that is, there is no cointegration),
We can specify both the short-run and long-run model which is the error correction model (ECM) if we have supporting evidence against the null hypothesis (that is, there is cointegration),
The error correction model (ECM) representation is specified as;

$$\Delta REV_t = \alpha_0 + \sum_{j=1}^{p} \phi_j \Delta REV_{t-j} + \sum_{k=0}^{q} \lambda_k \Delta TSA_{t-k} + \gamma ECT_{t-1} + \mu_t \dots\dots\dots\dots\dots\dots 4$$

Where; ECT_{t-1} is the error correction term, γ is the speed of adjustment which must be negative and statistically significant to show that there is a convergence in the longrun., ? is the first difference operator, and every other variable remains as defined in the foregoing. Note that the long-run information is embedded in the ECT_{t-1} Equation 4 is known as the restricted ECM while equation 3 is referred to as the unrestricted ECM.
In general, the outcome of the bounds test indicates whether there exist long-run dynamics among variables in the model. This dynamic error correction model (ECM) is derived from the ARDL model through a simple linear transformation (Banerjee, Dolado, Galbraith, and Hendry, 1993). That is, the ECM integrates the short-run dynamics with the long-run equilibrium without losing long-run information.

$$ECT_{t-1} = REV_{t-1} - b_0 - b_1 TSA_{t-1} \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots \ldots 5$$

Where b_0 = constant, b_1 = coefficient parameter. Equation 5 can be rearranged by factoring out the negative (-) and this is exactly what EViews does.

Results

The secondary data collected for this study are presented in tables. They were collected on fifteenvariables between the first month of 2012M01 to 2021M04 (that is from January 2012 to April 2021. The data were used for the descriptive analysis and estimation of regression results.

Table 1: Stationarity Test Results

Variables	Phillips-Perron (PP) Unit Root Test Results			
	With Constant		**Without Constant & Trend**	
	Level Statistics	**1st Diff. Statistics**	**Level Statistics**	**1st Diff. Statistics**
CORR	-2.5031	-7.523***	-2.4885	-7.4974***
MS	-0.6429	-12.9278***	-2.0695	-12.8698***
CRE	-6.3562***	-	-7.9259***	-
CAB	-3.7196***	-	-2.77	-5.7725***
DEP	-2.4103	-6.2941***	-2.4186	-6.3331***
RL	-1.6023	-8.1971***	-1.4841	-8.2679***
RQ	-1.1354	-6.2245***	-2.1345	-6.2016***
EDU	-2.5421	-6.6627***	-3.7637**	-
VA	-1.3937	-4.7458***	-0.8144	-5.0024***
GOVT	-2.3392	-8.2469***	-2.6478	-8.2266***
GDPPC	-1.472	-3.9760***	-2.7878	-4.5271***
INTR	-1.8028	-12.5114***	-0.6082	-12.8994***
INV	-1.8134	-4.6010***	-1.1336	-5.0220***
LAB	-3.4762**	-	-4.4246***	-
REV	-1.4649	-5.9646***	-1.4364	-6.2749***

Note: *'**' & '***' imply significance at 5% and 1% respectively.*

Source: Author's computation using Eviews9

The result in the Table 1 showed the Phillips-Perron (PP) unit root test results for all the variables used in models. The tests are conducted separately with the first; inclusion of only constant and the second; with the inclusion of both constant and trend in the test equation. The result showed that the variables under study are comprised of different orders. Specifically, the variables are integrated of either order zero, $I(0)$, or order, $I(1)$. These results support and make the adoption of the ARDL technique for the estimations most suitable. Explicitly, when only constant is included in the test regression, variables such as CORR, MS, Deposit with CBN (DEP), rule of law (RL), regulatory quality (RQ), EDU, voice, and accountability (VA), government effectiveness (GOVT), gross domestic product per person (GDPPC), INTR, INV and federal government revenue (REV) integrated of order one ($I(1)$) or what is popularly known as a differenced stationary process, while CRE, cash and balances with CBN (CAB) and labor are stationary in their level form, that is they are integrated of order zero ($I(0)$). The stationarity conditions of the differenced stationary variables are given by their respective small *p-values* denoted by "***" signifying a 1% significance level. Likewise, CRE and CAB are level stationary at 1% (***) level while LAB is level stationary at 5% (**). Similarly, when both constant and trend are included in the test equation, variables such as CRE and LAB are level stationary at 1%, EDU is stationary in level at 5%, while CORR, MS, CAB, DEP, RL, RQ, VA, GOVT, GDPPC, INTR, INV, and REV are all stationary in their first differences and at 1% significance level each. This revelation indicates the potential possibility of the existence of a long-run equilibrium connection hence the rationale behind the cointegration test carried out and presented in table 2.

Table 2: Co integration Test Results

	ARDL Bound Test				
	Lower Bound (I0)	Upper Bound (I1)	Significance	F-Statistic	K
Model 1	1.88	2.99	10%	26.27690	9
	2.14	3.3	5%		
	2.37	3.6	2.5%		
	2.65	3.97	1%		
Model 2	1.95	3.06	10%	2.472601	8
	2.22	3.39	5%		
	2.48	3.7	2.5%		
	2.79	4.1	1%		

Source: Author's Computation using Eviews 9

Result of findings inTable presents the output result of the cointegration test with the aid of the bound test approach of the underlying ARDL. The benchmark criterion is to compare the F-statistic with the corresponding lower and upper bounds statistics at the 5% significance level where F-statistic below the lower bound and above the upper bound imply no co-integration and co-integration respectively. F-statistic that fall in-between the lower and upper bounds at the 5% level imply inconclusive results where one can choose to test only the short-run ARDL or the error correction model (ECM) form. Selection in this scenario is highly dependent on the simulation that produces the best results. The results showedthe existence of co-integration or long-run equilibrium affiliation in model 1, while the model 2 result is inclusive. This is evidenced by the F-statistic (26.27690) which is way larger than the critical upper bound value (3.3) at the 5% level. Similarly, model 2 results produced an inclusive result with an F-statistic (2.472601) that is within the $I(0)$ [2.22] and $I(1)$ [3.39] critical bounds at the 5% level. With these results, the ensuing analyses involve the long-run form for model 1 andthe short-run ARDL form for model 2 based on the best-simulated result.

Table 3: Estimated model 1 Result based on ARDL (1, 3, 1, 0, 1, 0, 1, 4, 1, 1)

Dependent Variable: Revenue (REV)

Short Run Result		Long Run Result	
Variable		Variable	
D(MS)	0.040759**	MS	0.426553
	(0.018591)		(0.225986)
D(MS(-1))	0.001416	GDPPC	-6.220482
	(0.018453)		(3.701314)
D(MS(-2))	0.049668***	INV	-0.596735
	(0.016983)		(1.392955)
D(GDPPC)	7.467378***	LAB	0.049125
	(1.210689)		(0.057062)
D(INV)	-0.034564	INTR	-0.002938
	(0.094840)		(0.023557)
D(LAB)	0.158671***	CAB	-0.004161
	(0.025463)		(0.079951)
D(INTR)	-0.000170	CRE	0.147245
	0.001350		(0.085197)
D(CAB)	0.021399**	DEP	-0.846491
	(0.008864)		(0.494355)
D(CRE)	0.000726	CORR	-0.028137
	(0.000842)		(0.042451)
D(CRE(-1))	-0.000125	C	66.847119**
	(0.000800)		(30.171818)
D(CRE(-2))	0.000743		
	(0.000806)		
D(CRE(-3))	-0.008522***		
	(0.001688)		
D(DEP)	-0.020774		
	(0.017606)		
D(CORR)	0.065845***		
	(0.009037)		
CointEq(-1)	-0.057921**		
	(0.028030)		

Cointeq = REV - (0.4266*MS -6.2205*GDPPC - 0.5967*INV + 0.0491*LAB - 0.0029*INTR - 0.0042*CAB + 0.1472*CRE - 0.8465*DEP - 0.0281*CORR + 66.8471)

Note: *'**' & '***' denote significance at 5% and 1% respectively; standard error in parenthesis.*
Source: Author's Computation

4.4 Discussion of findings

This study examined the impact of the Single Treasury Account (TSA) on public financial management proxied by public revenue collection in Nigeria. The time-series data used for this study ranges from 2012M01 to 2021M04 (that is from January 2012 to April 2021. Data were accessed through the Central Bank of Nigeria (CBN) statistical bulletin, World Development Indicator (WDI) dataset, World Governance Index (WGI), and Transparency International (TI).

Thestudy concentrated on the impact of TSA on public financial management proxied by public revenue collection. The finding reveals that the effect of TSA on revenue generation of the Nigerian government is reasonably plausible. It was shown that money supply (MS) and cash and balances with the CBN (CAB) positively and significantly affect the revenue collection in Nigeria. Explicitly, raising MS by one percentage point increases the public revenue collection in Nigeria by about 0.04% on average. Similarly, public revenue collected in Nigeria will increase by about 0.02% for a 1% rise in cash and balances with the CBN. In general, the effect of TSA introduction in Nigeria is largely overwhelming given these great revelations. It then implies that the introduction of the TSA has greatly increased the public revenue base/collection in Nigeria. Other control variables such as the GDP per capita also improved the revenue collection of the government. The error correction form of the model shows that given any previous short-run disequilibrium in the dependent variable, the system corrects the untold disequilibrium at an adjustment speed of 5.8% monthly through the long run. Put differently, the system adjusts to a long-run equilibrium given any past period short-run disequilibrium of the regressand (revenue) at the rate of 5.8% every month. Our results in terms of TSA (MS & CRE) impact on government revenue are consistent with Oguntodu, et al. (2016) through their study is based on TSA and growth nexus.

Recommendations

Based on the result of findings, the following policy recommendations are made.

i.   Since it is found that the introduction of TSA improves revenue collection of the government,the federal government of Nigeria should double its efforts in the implementation of the TSA. This can be done by bringing in all the federal government agencies and parastatals as well as institutions into complying and adopting TSA for every one of their remittances and transactions. This will increase credit and deposit to the federation account and minimize loot. This can make credit to the government (CRE) and deposit with the CBN (DEP) statistically significant with a positive association to the revenue.

ii.   Federal, State, and Local government should introduce this measure known as TSA in their business activities as well as governance engagements. As this will not only boost the public financial management of these tiers of government, but will reduce the level of corruption in Nigeria and redeem her image on the committee of nations.

References

Abubakar, S., Sani, M. & Mohammed, R. K. (2019). Treasury Single Account (TSA) and Bank Performance: Bound Test Approach, International Journal of Economics & Business, 6 (1), 14 - 20

ACCA (2012), Closing the Value Gap: Understanding the Accountancy Profession in the 21st Century. http://www.acca global.com/content

Adebisi, J. F. and Okike, B. M. (2016), The adoption of treasury single account and its effect on revenue leakages of Nigerian states, American Research Journal of Business and Management, 2(1), 1-10.

Adekunle, Y.A. and Adegbie, F.F. (2017). Treasury single account and Nigeria's economy between 1999 and 2015: an Assessment, Journal of Accounting and Financial Management. 2(6), 61-75.

Adeolu, I. A. (2015). Understanding the treasury single account (TSA) system: Things you should

know. Business & Economy. Market Development, 2(3), 14-25.

Ahmed, A. I (2016): The Treasury Single Account (TSA) as an instrument of Financial Prudence and Management: Prospects and Problems, Research Journal of Finance and Accounting 7 (4), 65-72, www.iiste.org

Ahmed, I. H., Babar, Z. B. &Kashif, R. (2010). Financial Management Practices and Their Impact on Organizational Performance, World Applied Sciences Journal, 9 (9), 997-1002.

Bashir, Y.M. (2016). Effects of Treasury Single Accounts on Public Finance Management in Nigeria, Research *Journal of Finance and Accounting,* 17(6), 164-170.

Central Bank of Nigeria (2015).Revised guidelines for compliance with Treasury Single Account (TSA) by State governments in Nigeria.

Danida, F. (2012), Financial Management and Good Governance in the Public Sector, Danida Publications

Fainboim, I., & Pattanayak, S. (2011). Treasury Single Account: An Essential Tool for Government Cash Management. Washington, DC: FMI.

Ibeto, C. J, Nkomah, B. B., Osakede, K. O & Kinge, R. F. (2016). The policy of Treasury Single Account (TSA) adopted by the Nigerian government as an essential tool for enhancing transparency and accountability in the public sector, Treasury Single Account - Transparency & Accountability in Public Finance Mgt in Nigeria 343.

Igbekoyi, O. and Agbaje, W. (2017). An assessment of the implication of Treasury Single Account, European *Journal of Accounting Auditing and Finance Research*, 5(8), 33-49.

Igbokwe-Ibeto, C. J., Nkomah, B. B., Osakede, K. O., & Kinge, R. F. (2016). Treasury Single Account–Transparency and Accountability in Public Finance Management in Nigeria: The Journey So Far. Africa's Public Service Delivery & Performance Review, 4(2), 342-359.

Kanu, C. (2016): Impact of Treasury single account on the liquidity of Commercial Banks in Nigeria, *Journal of advance research*, 43(3); 12-30

Lienert, Ian, (2009): Modernizing Cash Management, Technical Notes, and Manuals, Fiscal Affairs Department (Washington: International Monetary Fund).

Ndubuaku, V. C., Ohaegbu, O. K., & Nsimoh, N. N (2017).Impact of Treasury Single Account on the Performance of the banking sector in Nigeria. IOSR *Journal of Economics and Finance*, 8, (4); 8-15.

Oguntodu, J. A., Alalade, Y. S. A., Adekunle, Y. A & Adegbie, F. F. (2016): Treasury Single Account and Nigeria's Economy Between 1999 and 2015: An Assessment, *Journal of Accounting and Financial Management*, 2(6); 61-75.

Olowokure, T. O & Adetoso, J. A (2017): Treasury Single Account and Money Deposit Banks Crises in Nigeria, Developing Country Studies 7(11): 93-102, Available at: www.iiste.org

Onuorah, A. (2016), Federal government treasury single account (TSA) deposits and commercial banks performance, Journal of Social and Management Sciences, 11 (3), 01-13

Oti, P. A., Igbeng, E. & Obim, E. N. (2017). Appraisal of Policy Impact of Treasury Single Account in Nigeria, Research *Journal of Finance and Accounting*, 7(20), 45-52.

Sabo, A., Muhammad, S. & Kaoje, M.R. (2019). The impact of treasury single account (TSA)on bank liquidity: Fresh Evidence from Nigeria, East African Scholars *Journal of Economics, Business and Management* 2(5), 256-259.

Udo, E. J. & Esara, I. E. (2016), Adoption of Treasury Single Account by State Government of Nigeria: Benefits, Challenges, and Prospects. *Journal of Finance and Accounting,* 4(3), 2016: 126-130.

Yusuf, A. and Muhammed, S. B. (2016). Treasury single account (TSA) as an effective instrument of financial prudence and management in Nigeria, *Journal of Management Technology & Development,* 2(2), 89-97

Yusuf, I. and Chiejina, N. (2015). Anti-Graft War: One Economy, One Account, Sunday Nation, 9-10.

IMPACT OF OIL PRICE VOLATILITY ON STOCK MARKET PERFORMANCE IN NIGERIA

EKEMEZIE EKENE
Department of Economics
Nwafor Orizucollege of Education Nsugbe

&

ANYACHEBELU, UZOMA MIRIAN
Department of Economics
Nwafor Orizucollege of Education Nsugbe

Abstract
A stock market is a set of markets and exchanges where publicly held shares are bought, sold, and issued regularly. Other elements influence the market's operations, such as oil price volatility. To that purpose, the impact of oil price volatility on Nigerian stock market performance is investigated in this paper. The study analyzed data from 1981Q1 to 2019Q4 using an autoregressive distributed lag (ARDL) model bounds test technique for cointegration. It was discovered that oil price volatility in Nigeria has a negative and minor link with stock market performance. The result of the findings also show that n the long run, the system corrects past period disequilibrium linked with the dependent variable at a rate of 98 percent each year, according to the study. Based on the findings, the study recommends that stock market players and capital market authorities be readily at alert concerning events that lead to oil price fluctuations to gain from the price volatility as the stock market environment evolves. Keywords: Oil price volatility; Stock market performance

Introduction
The Lagos Stock Exchange, one of the most important institutions in the Nigerian economy and a well-known financial exchange, was founded in 1959 based on the Barback Committee's findings and recommendations. Following the enactment of the Lagos Stock Act 1961, it began operations in June 1961 and was renamed the Nigeria Stock Exchange in 1977." (Adeusi, Sulaiman, andAzeez, 2013).It performs the following functions: providing an avenue for the general public to participate in the commercial sector, ensuring efficient and effective distribution of scarce financial resources, encouraging foreign capital inflow when foreign companies or investors invest in domestic businesses, promoting capital formation by providing a platform for savings to be efficiently mobilized for securities, and providing opportunities for companies to raise funds for expansion.

In the last few decades, stock market indices have witnessed significant crashes in both developed and emerging markets. These collapses as a result of the global financial crisis experienced in 2007, led to the dwindling performance in Nigeria's stock market. During this period the stock market capitalization figure in 2007 was 10,180.3. In 2008 the figure declined to 6,957.5due to the effects of the global crisis. It dropped further to 4,989.4 in 2009, and appreciated a bit to 7,913.8in 2010, but dropped again in 2011 to 6,532.6. In 2012 the market witnessed a little appreciation which rose to 8,974.4, it further increased in 2013 to 13,226.0, but in 2014 there was a slight decline which cuts across 2015 and 2016 and their figures stood at 11,477.7, 9,850.6, and 9246.9, respectively. The market performances have continued to fluctuate even after Nigeria was believed to have been out of recession by 2017 and the figures stood at 13,609.5(CBNstatistical bulletin, 2019).

Out of these numerous challenges faced by the stock market in Nigeria, oil price volatility is one most important setbacks that this study seeks to ascertain their effects on the performance of the stock market. The term Volatility connotes anything unpredictable. It is a constant fluctuation in price and the level of its volatility is described by the level of its fluctuation. It is mostly related to asset price and

shows to what extent and how often the price of an asset changes (Obi, Adeniji, and Olaniyi, 2018). Since oil is considered as volatile, it therefore, means that the term oil price volatility can be articulated as a percentage computed as the yearly standard deviation of the percentage change daily (Orji, Ogbuabor and Anthony-Orji, 2016 and Obodoechi, Orji & Anthony-Orji, 2018). By inference, the higher the degree and the number of changes in price over time, the higher the occurrence of volatility. Most oil price movements, especially up to the mid-1980s and earlier, consisted of price increases. The pattern has changed because there is a large price increase and decrease reflecting a substantial rise in the volatility of the real oil price which creates market uncertainties that induce companies to postpone their investments (Itotenaan, Amadi, Mosbfique, andDubon, 2013).

Nigerian stock market return and oil price are tied together in the long –run as anticipated given the dominance of the oil sector on the Nigerian economy. And as an oil-exporting and importing economy, the country still experiences the golden rule- which shows that when "oil prices goes up, the stock price go down"(Asaolu et al, 2012).Gomes (2014) also posited that the volatility in oil price can affect stock price through the channel of expected cash flows. This is because oil is a crucial input in the production of goods and services, which means that a rise in oil prices is likely to increase production costs, which in turn will depress aggregate stock prices.

It has been observed that the Nigerian stock market has not been performing as expected. This may be due to the fluctuations in international oil prices and the country's rising debt profile. This resulted in a fall in price as the supply of equities as against its demand (Onyeisi, et al, 2016). This issue has continued to be a nightmare and has generated concern among researchers, analysts, policymakers, and the citizens at large. As a result of this, some researchers have offered a limited explanation to the problem, as many focused on external debt and the stock market in Nigeria. While some were unable to look beyond stock market influence, others were even limited to only the oil price volatility and the Nigerian economy. As a result of this lacuna, this study feels the need to pay full attention on the oil price volatility andstock market to fill the gap of previous studies. It is on this note that this research seeks to find out the impact of oil price volatility on stock market performance in Nigeria, as well as suggest methods of minimizing the adverse effects on economy.

Review of Related Literature

Abdailla (2013)examined the impact of oil price fluctuations on stock market returns in the Kingdom of Saudi Arabia using a bi-variate vector auto-regressive generalized autoregressive conditional heteroscedasticity (VARGARCH) model. An obsession with the empirical evidence from daily returns on the Saudi stock market (Tadawul) index and daily crude oil price suggests that stock market returns volatility increased as a result of crude oil price fluctuation during the period of study.

Masood (2014) analyzed the oil price fluctuation and stock market performance in Pakistan. The studies included other macro-economic variables such as exchange rate and foreign private portfolio in the analysis. The study also looked at the significance of political stability in the determination of stock market performance. The study revealed that the oil price, exchange rate, and foreign private portfolio investment have a positive correlation with stock market performance, while democratic setup is found to harm stock market performance in Pakistan.

Andrea andMalteo (2015) studied the impact of oil price shock on the US stock market volatility using the structural Vector Autoregressive model; they jointly analyze three different structural oil market shocks viz aggregate oil supply oil-specific demand shocks and shock market volatility. Structural vector autoregressive model identification is achieved by assuming that the price of crude oil reacts to stock market volatility only with a delay. This implies that innovations to the price of crude oil are not strictly exogenous, but predetermined concerning the stock market. They showed that volatility responds significantly to oil price shocks caused by unexpected changes in aggregate and oil-specific demand, while the impact of supply-side shocks is negligible.

Ibolenaan*et al* (2013) carried out a study on analysis of oil price and stock market performance in Nigeria. Different empirical methods including the Johansen's co-integration model, the augmented Dickey-Fuller test, the vector error correction (VEC) model, as well as the vector auto-regression

(VAR) estimation model were used in the study. The findings revealed that there is significant links between oil price and stock market performance.

Anyalechi*et al* (2018) examined the responsiveness of the stock market returns to fluctuation at oil price in Nigeria using monthly data set from 1994 to 2016. The autoregressive distributed lag estimation technique was applied to analyze the long-run model as well as the short-run dynamics whereas a test for co-integrating relationships was conducted using the bound testing method. The findings revealed that changes in oil price have had a positive but insignificant impact on stock market returns, both in the longrun and the short-run. The error correction model indicates that deviation from long-run equilibrium is corrected at the speed of 8.2% on annual basis. The bound test result showed that no long-run relationships exist between the oil price and stock market return during the period under study.

Akinlo, (2014) examined the relationship between changes in oil prices and stock market growth over the period 1981-2011 using the vector error correction model approach. The results revealed a long-run relationship between oil price, exchange rate, and stock market growth. A unidirectional causality runs from oil price change to stock market development. The impulse response function showed that oil price has a temporary positive impact on the stock market. The VDC shows the stock market development to be very much dependent on the shock on oil price change.

Abbass and Terfa (2018) in their study adopted an Autoregressive distributed lag (ADL) model to examine the impact of oil price volatility on the Nigerian stock market. The results showed that oil price has a positive impact on the performance of the Nigerian stock market. The study concluded that stock markets are sensitive to oil prices in Nigeria.

Method

Model Specification

To ascertain if oil price volatility impact significantlyon stock market performance in Nigeria,the study employed the autoregressive distributed lag (ARDL) model, the model is specified thus;

$$SMC_t = \alpha_0 + \sum_{i=1}^{P} YiSMC_t - j + \sum_{i=0}^{q} \beta_i OPv_{t-1} + \sum_{i=0}^{q} \beta_i ExD_{t-j} + \sum_{i=0}^{q} \beta_i ToP_{t-1} + \sum_{i=0}^{q} \beta_i INF_{t-1}$$

$$+ \sum_{l=0}^{q} \beta_i FER_{t-1} + \sum_{i=0}^{q} \beta_i INTR_{t-1} + \mu_i t \dots \dots \dots (1)$$

To obtain the short-run dynamics, equation (1) is expressed in its error correction form as follows;

$$\Delta SMC_t = \alpha_0 + \sum_{i-n} Yi \Delta SMCt - j$$

$$+ \sum_{i=0}^{q} \beta_i \Delta OPv_{t-1} + \sum_{i=0}^{q} \beta_i \Delta ExD_{t-i} + \sum_{l=0}^{q} \beta_i \Delta ToP_{t-1} + \sum_{l=0}^{q} \beta_i \Delta INF_{t-1}$$

$$+ \sum_{i=0}^{q} \beta_i \Delta FER_{t-1} + \sum_{l=0}^{q} \beta_i \Delta INTR_{t-1} + \theta ECT_t + \mu_i t \dots \dots \dots (2)$$

Where

SMR: Stock market capitalization is used as a proxy for stock market returns.

OPV = Oil Price Volatility (derived using variance)

EXD = External Debt

TOP = Trade Openness

INF = Inflation Rate

FER = Foreign Exchange Rate

INTR= Interest Rate

? is the first difference operator; ECT is the error correction term,

θ is the speed of adjustment parameter with a negative sign, to show that there is a convergence in the long-run.P is the maximum lag order of the dependent variables while q is the maximum lag length of

explanatory variables.

In general, the outcome of the bounds test informs whether there exists a long-run relationshipamong variables in the model. This dynamic error correction model (ECM) is derived from the ARDL model through a simple linear transformation (Banerjee, Dolado, Galbraith, and Hendry, 1993). That is, the ECM integrates the short-run dynamics with the long-run equilibrium without losing long-run information.

Results

Stationarity Test

Table 1: Augmented Dickey-Fuller (ADF) Unit Root Test Results

| Variable | With Constant and Trend | | | | |
	ADF Stat at Level	5% Critical Values	ADF Test Stat at 1st Diff	5% Critical Values	Order of Integration
EXD	-3.018809	-3.439267	-9.547953	-3.439267	I(1)
EXR	-1.508127	-3.439857	-7.191777	-3.439857	I(1)
INF	-4.833909	-3.439461	-	-	I(0)
INT	-4.534501	-3.440894	-	-	I(0)
OPV	-0.318760	-3.440894	-4.273689	-3.440894	I(1)
SMC	-0.834012	-3.440894	-4.004253	-3.440894	I(1)
TOP	-2.912831	-3.441777	-5.667019	-3.442006	I(1)

Source: Author's using EViews9. **Notes:** stat denotes statistics while, Diff denotes difference

Table 1 shows the output result of the Augmented Dickey-Fuller (ADF) stationarity test on all the variables. The result reveals that our variables are a combination of $I(1)$ and $I(0)$. Specifically, EXD, an exchange rate (EXR), OPV, SMC, and trade openness (TOP) are non-stationary in level form but they all became stationary after first differencing hence they are classified as integrated of order one [$I(1)$] variables. Inflation rate (INF) and INT are both stationary in their level form hence they are known as integrated of order zero [$I(0)$] variables. These facts can be verified by comparing the ADF level and first difference statistics of all the variables with the corresponding 5% critical values. Recall that the rule of thumb is to reject the null hypothesis of a unit root in favour of the alternative hypothesis if the ADF statistic (calculated) is greater than the 5% critical (table) value, otherwise do not reject.

Co-integration Test

Table 2: ARDL Bound Test Result

Lower Bound (I0)	Upper Bound (I1)	Significance	F-Statistic	K
2.12	3.23	10%	4.678001	6
2.45	3.61	5%		
2.75	3.99	2.5%		
3.15	4.43	1%		

Source: Author using EViews9.

Table 2 depicts the result of the autoregressive distributed lag (ARDL) bounds test for cointegration. Cointegration or long-run association exists when the F-statistic is larger than the 5% critical upper bound, and it does not exist if otherwise. In our case, F-statistic (4.678001) is larger than the 5% critical upper bound (3.61), hence we conclude that there is long-run equilibrium among the variables. To this end, we reject the null of no long-run equilibrium association among the variables in favour of the alternative.

Regression Result
Table 3:Long-run Regression Results, ARDL (2,2,3,0,2,2,1) (DepVar = SMC)

Variable	Without Newey West HAC				With Newey West HAC			
	Coefficient	Std. Error	t-Statistic	Prob.*	Coefficient	Std. Error	t-Statistic	Prob.*
SMC(-1)	1.4513	0.0638	22.7548	0.0000	1.4513	0.0581	24.9783	0.0000
SMC(-2)	-0.4954	0.0624	-7.9369	0.0000	-0.4954	0.0567	-8.7310	0.0000
OPV	0.1350	0.0482	2.8012	0.0058	0.1350	0.1201	1.1243	0.2629
OPV(-1)	-0.2209	0.0802	-2.7543	0.0067	-0.2209	0.1801	-1.2266	0.2221
OPV(-2)	0.0848	0.0473	1.7929	0.0752	0.0848	0.0659	1.2859	0.2007
EXD	0.0879	0.0291	3.0184	0.0030	0.0879	0.0154	5.7208	0.0000
EXD(-1)	-0.2554	0.0403	-6.3397	0.0000	-0.2554	0.0248	-10.3070	0.0000
EXD(-2)	0.1084	0.0377	2.8742	0.0047	0.1084	0.0174	6.2377	0.0000
EXD(-3)	0.0318	0.0255	1.2487	0.2139	0.0318	0.0133	2.3879	0.0183
TOP	-0.5085	0.3206	-1.5863	0.1150	-0.5085	0.2382	-2.1346	0.0346
INF	0.0600	0.0239	2.5098	0.0133	0.0600	0.0318	1.8877	0.0612
INF(-1)	-0.1382	0.0406	-3.4090	0.0009	-0.1382	0.0524	-2.6369	0.0094
INF(-2)	0.0890	0.0245	3.6384	0.0004	0.0890	0.0264	3.3770	0.0010
INT	0.3172	0.1417	2.2394	0.0268	0.3172	0.2714	1.1687	0.2446
INT(-1)	-0.6232	0.2350	-2.6521	0.0090	-0.6232	0.4577	-1.3616	0.1756
INT(-2)	0.2953	0.1296	2.2779	0.0243	0.2953	0.1975	1.4955	0.1371
EXR	-0.0135	0.0557	-0.2418	0.8093	-0.0135	0.0478	-0.2814	0.7789
EXR(-1)	0.1189	0.0580	2.0497	0.0423	0.1189	0.0505	2.3531	0.0201
Constant	0.6540	0.2826	2.3145	0.0222	0.6540	0.2122	3.0816	0.0025

Source: Author's computation. **Notes:** R-squared: 0.99; F-stat: 19730.53; Prob(F-stat): 0.0000; DW Stat: 2.1835

The long-run regression of the ARDL is estimated and found to have a heteroscedasticity problem. It was re-estimated employing Newey West heteroscedasticity and autocorrelation corrected the standard error (Newey-West HAC). The employment of Newey West HAC became necessary to correct the misleading large standard errors of the regression. Both regression results are presented side-by-side in Table 3 (with and without Newey West HAC). The results in Table 3, capture the objective of this study. Stock market returns at lag one and two, external debt, external debt at lag one and two, inflation at lag one and two, and constant term are found to be statistically significant in both regressions (with and without HAC). Oil price volatility (OPV), inflation rate (INF), interest rate (INT) as well as oil price at lag one, the interest rate at lag one and two were all statistically significant in the model without Newey-West HAC, but became statistically not significant in model with Newey-West HAC. Also, both trade openness (TO) and three years past period of external debt are statistically not significant in the model without Newey-West HAC, but became significant in the model with Newey-west HAC. Only exchange rate (EXR) remained statistically not significant in both regression models. The long-run result shows that OPV is statistically not significant but positively associated with SMC in Nigeria. That is if OPV rises by 1 percentage point, SMC will increase on average by 0.14% in the long run. This finding is however consistent with the findings of Anyalechi, Ezeaku, Onwumere, and Okereke (2019) and Abbassand Terfa (2018) where the authors established that OPV is has a positive but non-significant relationship with stock market returns (SMC). Also, Ono (2011) found a positive but non-significant association between OPV and stock market performance (SMC) in China, India, and Russia. However, the cumulative effects of OPV on SMC returns indicate an inverse association

with a coefficient of -0.0011. Studies by Adedapo, et al (2017) and Iheanacho (2016) found a similar negative relationship between oil price volatility and stock market returns. We argue in this study that oil price volatility could be negative or positive, it could raise stock market returns when the volatility is positive and decrease the stock market returns when the volatility is negative. This suggests why the result is inconsistent.

Post Estimation Tests

Table 4. Serial Correlation LM and Heterosce dasticity Test Results

Tests	LM	Heteroscedasticity
F-statistics	1.273036	2.423025
Prob (F-statistics)	0.2834	0.0021
Obs*R^2	2.895282	37.57021
Prob (Obs*R^2)	0.2351	0.0044
Scaled Explained SS	-	121.1736
Prob (Scaled explained SS)	-	0.0000

Source: Author's computations

Serial correlation and heteroscedasticity tests conducted for our ARDL model are presented in Table 4. The result shows that the residuals of our model do not correlate at least at lag 2. This is given by the large probability value of the observed R-squared (Obs*R^2) which is far larger than the 5% conventional significance level hence the null hypothesis of no residual serial correlation could not be rejected at 5%. Similarly, the test for overtime variance constancy otherwise known as heteroscedasticity indicates that the variance of the residual is not constant over time resulting in amplified standard errors of our regression which affects the rejection and acceptance decisions of the null hypothesis. This is given by the probability value (0.0044) of the observed R-squared (Obs*R^2) which is very small and less than 1% level of significance. To this end, our model is heteroscedastic and was corrected by employing theNewey HAC technique.

The omitted variable test also known as the model misspecification test conducted shows that our model is correctly specified. The rule of thumb is, do not to reject the null hypothesis of correct specification if the probability value of the F-statistics is larger than the 5% conventional threshold. The result is shown by the Ramsey specification error test (RESET) presented in Table 5. From the table, we can see that the probability value (0.5037) of the F-statistics is quite large and reasonably larger than the 5% significant level, hence we fail to reject the null of correct specification and conclude that our model is correctly specified. Note that the RESET test follows t and f-distributions hence any of the statistics could be used for interpretation.

Table 5: Ramsey Specification error test result

	Value	Df	Probability
t-statistic	0.670432	133	0.5037
F-statistic	0.449479	(1, 133)	0.5037

Source: Author's computations

Based on the outcome of the co-integration test which suggests that all the variables have long-run equilibrium association, we estimated the ARDL short-run model which also shows the speed of adjustment also known as the error correction term (ECT). The result is presented in table 6. The regression result shows that first and second lags of stock market returns (SMC) are significant and positively related to stock market performance respectively. Explicitly, a 1% increase in stock market returns at lag one increases SMC by about 1.28% on average in the short run. This implies that previous increases of SMC improve its performance in the short run. Oil price volatility (OPV) is highly significant and positively linked to stock market performance in Nigeria. This means that a 1% increase

in OPV increases SMC on average by 0.22% in the long run other things being equal. Oil price volatility at lag one and two are both significantly impactful on stock market performance in Nigeria. External debt (EXD) is shown to significantly improve the stock market performance in Nigeria in the short run. That is a percentage rise in external debt is associated with a 0.065% increase in stock market returns in Nigeria in the short run. Similarly, trade (TOP) is statistically not significant and negatively related to stock market returns in the short run. This result cannot be unconnected with the nature of Nigeria's trade policies which largely leaves Nigeria in a perennial trade deficit. The inflation rate is positively and statistically influential on the stock market returns in Nigeria in the short run. This means that if the inflation rate increases by 1%, stock market returns will averagely rise by 0.063% on average in the short run. This simply means that, inflation rate improves stock market performance in Nigeria. A similar finding was also recorded in the long run. Interest rate also has a similar association with stock market returns in the short run as in the long run though insignificant in the long run but significant in the short run. Therefore, a rise in interest rate by 1% yields about a 0.33% rise in stock market returns on average in the short run. This also means that a high inflation rate improves stock market performance in Nigeria. Just as in the long-run model exchange rate is negative and not significantly associated with stock market returns in Nigeria in the short run. Our results however follow the economic a priori and are very vital to policy.

Table 6: Short-run Regression Result, ARDL (4,2,4,0,2,4,1) (Dep. Var. = D(SMC))

Variable	Coefficient	Std. Error	t-Statistic	Prob.*
D(SMC(-1))	1.2811	0.1646	7.7820	0.0000
D(SMC(-2))	-0.3299	0.1202	-2.7458	0.0069
D(SMC(-3))	0.0915	0.0735	1.2438	0.2159
D(SMC(-4))	-0.3455	0.0640	-5.4015	0.0000
D(OPV)	0.2204	0.0449	4.9072	0.0000
D(OPV(-1))	-0.1924	0.0509	-3.7776	0.0002
D(OPV(-2))	0.0654	0.0416	1.5720	0.1185
D(EXD)	0.0647	0.0251	2.5778	0.0111
D(EXD(-1))	-0.2363	0.0285	-8.2966	0.0000
D(EXD(-2))	0.0797	0.0350	2.2803	0.0243
D(EXD(-3))	0.0037	0.0230	0.1599	0.8732
D(EXD(-4))	-0.0509	0.0238	-2.1361	0.0346
D(TOP)	-1.9493	1.1847	-1.6454	0.1024
D(INF)	0.0628	0.0202	3.1150	0.0023
D(INF(-1))	-0.1075	0.0247	-4.3463	0.0000
D(INF(-2))	0.0536	0.0242	2.2158	0.0285
D(INT)	0.3268	0.1236	2.6434	0.0093
D(INT(-1))	-0.4956	0.1437	-3.4477	0.0008
D(INT(-2))	0.1966	0.1390	1.4146	0.1596
D(INT(-3))	-0.0550	0.1232	-0.4463	0.6561
D(INT(-4))	0.2722	0.1173	2.3207	0.0219
D(EXR)	-0.0544	0.0537	-1.0145	0.3123
D(EXR(-1))	0.1592	0.0511	3.1153	0.0023
ECM(-1)	-0.9811	0.1830	-5.3613	0.0000
Constant	0.0171	0.0080	2.1424	0.0341

Source: Author's computation.

Notes: R-squared =0.7348; F-stat = 14.5473; Prob (F-stat) = 0.0000; DW Stat = 1.7512

The error correction term (ECT) also known as the speed of adjustment satisfies the economic a priori such that it is statistically significant with a negative coefficient. This implies that given any past period disequilibrium in the dependent variable, this disequilibrium is adjusted and drawn towards the long-run equilibrium. This simply means that the system converges into long-run equilibrium. Put differently, about 98% of the previous period disequilibrium of the dependent variable is corrected annually in the long run. Note that this speed of adjustment represented by ECT at lag one in table 4.5 has a negative coefficient of -0.9811.

Overall, both the long-run and short-run models have a good fit given their R-squared statistics. In the long run, the R-squared statistic is 99%, while the short-run R-squared is 73%. Itimply that in the long run, all the explanatory variables on the average jointly explain 99% of the variations in the dependent variable (stock market returns). In the same vein, 73% of the variations of the dependent variable are jointly accounted for by all the explanatory variables in the short run. The joint significance for both the short-run and long-run models indicates that both models are highly significant given their respective small probability values ($p < 0.0000$). Therefore, we remain highly convinced that we have chosen the best models.

Policy Recommendations

Based on the findings of this study, these policies were recommended;

1)Because oil price volatility is insignificant but has a positive relationship with stock market performance in Nigeria, we urge that stock market players and capital market regulators remain vigilant about events that cause oil price variations to profit from price volatility. Economic actions of major oil producers such as Russia, Saudi Arabia, and others, as well as decisions and policies by the Organization of Petroleum Exporting Countries, could be examples of such events (OPEC). Others could stem from policy decisions made by the world's top oil purchasers, such as China, the United States, and India.

2) Because trade has been proven to hurt Nigeria's stock market performance, it is advocated in this study that favorable trade policies be developed and executed to reap the benefits of globalization. Export promotion policy goals and the development of local content are examples of such policies.

References

Abbas, T. and Terfa, W.A. (2018). The impact of oil price volatility on the Nigerian stock market: Evidence from autoregressive distributed lag model, *Research Gate.*

Ahdalla, S.Z.S. (2013). Modeling the impact of oil price fluctuations on the stock returns in an emerging market: The case of Saudi Arabia.*Interdisciplinary Journal of Research in Business,* 2(10), 10-20.

Akinlo, O.O. (2014). Oil price and stock market: Empirical evidence from Nigeria. *European Journal of Sustainable Development* 3, 2, 33-40.

Andrea, B. and Matteo, M. (2015). How does the stock market react to oil price shocks? University of Milan, Via Conservation? 1-20122 *Milian, Italy.*

Anyalechi, K.C., Ezeaku, H.C., Onwumere, J.U. and Okereke, E.J. (2019). Does oil fluctuation affect stock market returns in Nigeria? *International Journal of Energy Economics and Policy.* Volume 9(1),pg. 194-199.

Basher, S.A., Haug, A.A. and Sadorsky, P. (2012).Oil price, exchange rate, and emerging stock markets. *Energy Economics*, 34(1), 227-240.

Gomes, M. (2014).Volatility spillovers between oil prices and stock returns A focus on frontier markets. *The Journal of Applied Business Research* Vol. 30 No.2.

Iheanacho, E. (2016). Dynamic relationship between crude oil price, exchange rate and stock market performance in Nigeria.*African Research Review*, 10(4), 224-240.

Masood, M.S. (2014). Oil price fluctuation and stock market performance. The case Pakistan,*Journal of International Business and Economics* Vol.2, No.1.

Obi,B. Adeniji, S. and Olaniyi E. (2018).Impact of oil price stock on stock market prices volatility in Nigeria;New Evidence from a Non-linear ARDL cointegration.Journal of Global Economy Vol 14.No 3.

RE-THINKING NIGERIA PHILOSOPHY OF EDUCATION: A CONTEMPORARY APPROACH

DR. NNAJIOFOR, H. U.
Educational Foundations and Administration
Nwafor Orizu College of Education, Nsugbe
Email: chinaemerem99@gmail.com

Abstract
This paper is an exposition on the evolution, theoretical framework as well as the situation analysis of Nigerian Philosophy of Education. What is the philosophy of Nigerian Education? Does Nigeria have a philosophy of education in the sense in which Great Britain and America have? The Nigerian education followed British system of education up to 1977 when the National Policy on Education was published and issued from 1977 to date, Nigeria moved away from British system to American system of education, first with the 6-3-3-4 system, then 9-3-4 system and non 1-9-3-4 system. On whether Nigeria has a clear cut philosophy of education, the answer is No. Although a nation's philosophy of education can emerge in two ways, i.e. through the revolutionary approach or evolutionary approach, it was argued in this paper that Nigerian Philosophy of Education falls under the latter. What Nigeria parade as her philosophy of education seems to be a confluence of elements of idealism, realism, naturalism, pragmatism and existentialism. It is a juxtaposition and infusion of desirable tenets of different schools of thoughts into a system of education. In this paper, the authors used the National Policy on Education as a mirror and presented the overall philosophy of Nigeria, the National Goals of Nigeria, and Goals of Nigeria Education and finally made a critique of Nigerian philosophy of education alongside some recommendations.
Keywords: Philosophy, national policy on education, democracy, egalitarianism, self-reliance

Introduction

Like most African countries, education in Nigeria has witnessed a catalogue of changes traversing through many stages; indigenous or traditional education, Islamic education, Christian missionary education, the British Colonial administration education and post-independent education in Nigeria. These aforementioned systems of education possess their own distinctive philosophical underpinning. The underpinning philosophy of indigenous education according to Omena (2020) is functionalism. This implies that indigenous system of education is aimed at the immediate induction of learners into the society thereby preparing the young for adulthood with a firm grip on spiritual and moral values. The young were taught how to cope with their environment, how to farm, hunt or fish, prepare food, build a family in a home etc. They were taught the language of the environment, the manners and generally the culture of the community. On the other hand, the aim and philosophy of education given by the British Colonial government was to produce low-level manpower such as office clerks, messengers, labourers, and peasant artisans etc. The emphasis was to produce workers at the lower echelon of the then colonial civil service. Thus, what informed the British Colonial government's interest in education in Nigeria was mainly for immediate utilization. However, prior to independence in 1960, some nationalists and eminent Nigerians recognized the deficiencies that surrounded the kind of education that was given to Nigerians by the Colonial government. The result was a frantic criticism levelled against the then existing education system which was seen as shallow and irrelevant to national needs, aspirations and goals. The criticism even intensified after independence in 1960. Among other things; it was argued that the aim of education handed over to the Federal government of Nigeria by the Colonial government only succeeded in grooming Nigerian children to become persons trained to fight their own culture and society. Anything indigenous became an abomination, while every foreign value became the order of the day. Foreign writers, books, values and teachers were made as standard; English language, Greek and Latin were all taught at the expense of our indigenous

languages (Omena, 2020).

Aside the truth that colonial system of education inherited by Nigerian government failed to prepare Nigerian youths for self –reliant and citizenship roles expected of a nascent and fledging sovereign state, the economy was weak at that time, and there was no harmony in the curriculum content of schools from different parts of the country. In other words, there was a significant variation in the curriculum content and administration as well as structure of education from region to region. This was so because, during the Colonial era in Nigeria, especially with the Richards' Constitution of 1946, Nigeria was fragmented into three regions (i.e. Northern, Western and Eastern regions). Furthermore, the Macpherson's constitution of 1951 provided that each region should have a legislative arm with veto power to enact legislations affecting a range of issues of which education was one of such issues. This provision brought about a division of the Education Department into three parallel departments, one in each region under Regional Director. For instance, while primary education lasted six (6) years in the West, it was seven (7) years in the East, and lasted seven (7) to eight (8) years in the North. Furthermore, in the Western and Eastern region of Nigeria, secondary education was of five (5) years duration and secondary school certificate examination (SSCE) was taken in class five (5). In the Northern region, there was six (6) years secondary education (i.e. Forms 1-IV) Abudullahi, (2009) therefore, there was a yearning for Nigeria to have a unified system of education.

The above reasons compounded by the setback caused by the Nigeria Civil war that lasted from 1967 -1969 increased the call for a kind of education that would address peculiar issues of the Nigerian people (Omena, 2020). In a bid to formulating a National Policy on Education that would reflect the interest, aspiration and philosophy of Nigerian people, the Federal government under General Yakubu Gowon empowered the then Nigerian Educational Research Council (NERC) (now Nigeria Educational Research and Development Council NERDC) to organise a National Curriculum conference which took place from 8th to 12th September, 1969 (it is worthy of note however that Chief S.O. Awokoya who was at that time the Chief Federal Adviser on Education, first conceived the idea of a National Curriculum Conference in 1966 but failed to convene the conference due to the snowballing political crisis at the time (Nigeria Education al Research Council, 1972). The curriculum conference of 1969 was attended by a cross-section of Nigerians from all sphere of life. This makes it possible for Nigerians to deliberate for the very frist time, on the aims and goals of education best suited for the Nigerian child. As a follow-up, in 1973, a Seminar of Experts was convened to look into the recommendations of the 1969 National Curriculum conference. The suggestions of the Seminar of experts led to the publication of the 1st edition of the National Policy on Education (NPE) in 1977. The 2nd, 3rd and 4th editions of the NPE were published in 1981, 1998 and 2004 respectively. However, there is a draft of the NPE in 2007 representing the 5th edition which was not published. The most recent edition is the 6th edition published in 2013.

Three concepts conspicuously stand out in the caption of this publication; which are '*national'*, *'policy' and 'education'*. The term 'national' as used in this publication simple refers to the entire sovereign entity called Nigeria. The 'policy' refers to a vision translated into document, that is, a well-articulated position taken for the interest of Nigeria as a nation. The term 'education' as used here simply refers to the means of actualizing or translating the vision into reality. In the words of Amaele (2007) "the national policy of education is the Nigerian vision for an ideal society, which is expected to be achieved through education", In other words, the National Policy on Education is a statement of intentions, expectations, goals, prescriptions, standards, and requirements for quality education delivery in Nigeria. Let us now look at the philosophy and goals of education in Nigeria as enshrined in the NPE.

Overall Philosophy of Nigeria

The captioned "Philosophy and Goals of Education in Nigeria**"** clearly epitomize section 1 of the 6th edition of the NPE. This section of the NPE contained the overall philosophy of Nigeria, the national goals of Nigeria, as well as the national educational goals of Nigeria. Section 1(2) states the overall philosophy of Nigeria to include, but not limited to:

a. To live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice;

b. To promote inter-African solidarity and world peace through understanding (FRN, 2013).

As earlier pointed out by Omena (2020), the vicious civil war was also accompanied by gross violation of human rights, large scale internal displacement and huge flow of refugees across the country. Post-civil war Nigeria needed a working national philosophy that will instill a sense of belonging and nationalism among citizenry in an atmosphere of love and togetherness; where everyone can live and earn a living anywhere within the country without fear of any sort. Independent Nigeria then, needed a philosophical framework that will thwart any form of disunity. This Omena suppose was in mind of those who framed the first edition of the NPE when they referred to the "overall philosophy" for Nigeria.

The National Goals of Nigeria

The five (5) main national goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on Education, include the building of:

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;
e. A land full of bright opportunities for all citizens.

These national goals seems to be the center-point of the philosophy of Nigerian education and they are aimed at integrating individual Nigerians, as sound and effective citizens, by providing equal educational opportunities for all citizens at the primary, secondary, and even tertiary levels irrespective of any real or imagined disabilities at least in the paper. At this point, it is paramount we take a closer look at the first and last of these national goals for want of pages.

The Building of a Free and Democratic Society

According to Omena (2020) two concepts stand out under this national goal, that is, *freedom and democracy.* But we must be swift to understand the contextual usage of the word 'freedom' in this goal. One might ask; what sort of freedom the authors who articulated the national goals had in mind when they use the word *free-society?* Were they referring to political freedom of a nation, economic freedom, religious freedom, personal or individual freedom and/or any other freedom? The authors of the National Policy on Education could not have been referring to political freedom because at the time of the publication, Nigeria was already a sovereign nation-gained independence some seventeen (17) years earlier, i.e. in 1960. Neither could they have meant economic freedom since goals 'c' and 'd' take care of that; nor were they referring to religious freedom since Islam, Christianity and African Traditional Religion (ATR) are freely practiced in Nigeria. Freedom in this context according to Oroka (1990) may more realistically refer to individual freedom- a natural gift of man. In other words, they were referring to fundamental human rights such as right to life, right to dignity of human persons, right to personal liberty, right to fair hearing etc.

But freedom of the individual or fundamental human rights thrives better in a democratic society. Democracy, in its elementary meaning implies " the government of the people, for the people, and by the people". Thus, freedom and democracy in a society are inseparable two sides of a coin, for there can never be democracy without freedom, ipso facto, freedom is a necessary condition of a democratic society. As a necessary condition, people in a democratic society exercise their franchise by freely choosing leaders amongst themselves. On this premise, one can assert that Nigeria is a free and democratic nation, albeit in the face of the daunting challenges of a nascent and fledgling democratic society. General and presidential elections have been conducted in Nigeria in recent years, and there are records of Nigerians freely exercising their franchise and losers conceding to defeats. This has made Nigeria the beacon of democracy in Africa. However, there aere records of violation of individual freedom (e.g. incarceration of innocent citizens without legal back-up or against the flagrant disobedient of court orders, adoption of innocent Nigerians including school pupils) not to mention the

115

activities of militants, insurgents, and herdsmen in different parts of the country.

The Building of a Land Full of Bright Opportunities for all Citizens

A nation is on the part to achieving greatness through dynamic economy if all citizens are given bright and full opportunities. Elements of this goal are found in a free and dynamic society, a just and egalitarian society, a united, strong and self reliant nation as well as a great opportunities for all citizens. But what are the educational goals of Nigeria? The next sub-heading will answer this question.

A Critical Analysis of Nigerian Philosophy of Education

Does Nigeria have a philosophy of education of her own? This question is perhaps the most salient one in this paper considering the theme of this year's conference (i.e. *Rethinking the Philosophy of Nigerian Education).* To answer this question, it is appropriate for readers to understand that a nation's philosophy of education can emerge in two ways, i.e. through the *revolutionary* approach or *evolutionary* approach. The revolutionary approach is a situation whereby, there is an abrupt and sharp break from the past and a fresh start is made by setting new national ideology and value-system underlying the future political, social, economic and cultural life of the intended society. Based on the new national ideology, a new educational philosophy, new educational policy and new educational practice are built to capture and actualize the nation's hopes and aspirations, without necessarily clinging to past educational practices. In this case, things are done differently from the old way of doing things. Countries that have their philosophy of education as an off-shoot of an abrupt ideological revolution include Russia under Bolshervik, Cuba under Fidel Castroand Tanzania under Mwalimu Julius Nyerere (Akinpelu, 2005).

In contrast to the revolutionary approach, the evolutionary approach rather than abrupt, is a gradual departure from the past; it involves boroowing from past or inherited system to set new national ideology and value-system. It is a gradualist and cut-and-paste approach whereby the discrete and essential aspects of the old educational system are taken in piecemeal to form a new system and philosophy of education. Nigeria Philosophy of education falls under the evolutionary approach. In the words of Akinpelu (2005) "anybody tolerably familiar with Nigerian educational system will readily, concede that Nigeria follows British closely in this gradualist, evolutionary, scissors-and – past approach". What is more? Nigerian educational practice is eclectic, even boroowing from different Western philosophies. This eclectic nature of Nigeria's philosophy of education has a lot of implications for national development. To this end, many have questioned the appropriateness and adequacy of what we call 'Nigerian Philosophy of Education'. Some argued that the participants of the various conferences that led to the publication of the 1st edition of the NPE in 1977 imported "lock, stock and barrel" foreign philosophical ideas into the Nigerian educational system. Others argued that the contents of the National Policy on Education (including its philosophy) could at best be described as mere objectives of the system. Some other critics contend that the eclectic nature of Nigeria's philosophy of education makes implementation of the educational policy on which it is based relatively difficult and unrealistic (Nwafor & Nwogu, 2015). But it must be swiftly stated that the selection and merging of significant and worthwhile viewpoints from idealism, realism, naturalism, pragmatism, existentialism and other related isms, into one coherent camp (a kind of Joseph's coat of many colours) is not bad in itself. This claim is predicated on the philosophical truism that no school of thought is more important preferred or suitable than the other. It is against this backdrop that Akinsanya (2015) stated:

> ..no philosophy can stand on its own and none can anchor an education system single-handedly without some complimentary supports form other schools... all the existing systems of thought perform complimentary roles rather than contradictory" (Akinsanya, 2015:70).

Philosophical eclecticism is equally important because of the dynamic nature of society. As we all know, educational policies, goals, aims and objectives are formulated not in vacuum but based on the needs and aspirations of a given society. And since a major characteristic feature of dynamic society is *change*, system of education and educational policies are bound to change in line with societal needs

and aspirations at any given time. For instance, the needs and aspirations of Nigerian people when the first edition of the National Policy on Education was published in 1977 have changed tremendously. In fact, the different editions of the NPE as we have them today are as a result of the changes in national socio-politico-economic milieu of Nigeria. Thus, it is imperative for a country's education system to borrow from different philosophical views in order to be flexible and adaptive when the need arises.

At this juncture, suffice one to state that irrespective of whatever perspectives a nation's philosophy of education emerges and/or is approached, for any system of education to be credited as having a philosophy of education of its own, certain criteria must be met:

1. First, we must understand that a nation's system of education and/or philosophy of education is formulated not in vacuum, but formulated for a given people in a given society. Thus, it reasonably follows that a nation's philosophy of education must be based on the nature of man (metaphysical component) as conceived by the society.
2. Secondly, a philosophy of education must be based on what the society considers best type of knowledge and methods/ measures of acquiring such knowledge (epistemological component)
3. Thirdly, a philosophy of education must rest on a value-system that the society considers desirable (axiological component).
4. All of these must be clearly spelt out and logically follow a set pattern.

This implies that for a nation's system of education to be adjudged as having a philosophy of its own, it must envelop the various branches or components of philosophy i.e. metaphysical, epistemological, axiological and logical components as these ultimately relates to education. Outlining the criteria for evaluating a nation's philosophy of education Nakpodia listed the following:

i. It should be clearly and unambiguously stated (i.e. it should be comprehensive)
ii. It should be logical and consistent
iii. It should be desirable and more practical
iv. It should be formulated alongside founded theories of man and the society, in order to make it more elastic and viable;
v. It should take into account the value system of the society in order to appropriate their interests and needs;
vi. It should lay emphasis on the type of knowledge that is to disseminated (Nakpodia, 2014).

Considering the evolution of Nigerian National Policy on Education and bearing in mind the aforementioned criteria, a dispassionate look at Nigeria's educational scene as this purportedly reflect her philosophy and goals of education, it is obvious that Nigeria's philosophy of education does not meet all the criteria granted though, some of the factors that necessitated the national curriculum conference of 1969, and the subsequent publication of the first edition of the National Policy on Education (NPE) in 1977 included the need to have a system of education that reflects the needs, aspirations and goals of Nigerian people. But how Nigeria's philosophy and goals of education are stated and measures taken to translate them into reality have always been a point of debate for many concerned Nigeria especially philosophers of education. In other words, there is a significant difference between policy statements in the NPE and practical measures of implementation. Since the 1st edition of the NPE in 1977, different editions have been published; the 2nd, 3rd and 4th editions of the NPE were published in 1981, 1998 and 2004 respectively. However, there is a draft of the NPE in 2007 representing the 5th edition which was not published. The most recent edition is the 6th edition published in 2013. A critical look at these different editions shows that in each edition, some vital ingredients of the documents are either lost or rendered contradictory or inconsistent. Let us consider one or two of such examples here.

Consider Section 1(6) of the 6th edition of the National Policy on Education aptly captioned "The goals of education in Nigeria**"** as listed below:

a. Development of the individual into a morally sound, patriotic and effective citizens;
b. Total integration of the individual into the immediate community, the Nigerian society and the world;

    c.   Provision of equal access to quality educational opportunities for all citizens at all levels of education, within and outside the formal school system.

    d.   Inculcation of national consciousness, values and national unity; and

    e.   Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

Let us now attempt to reconcile the above listed goals with Section 1(7) of the 4th edition where the goals of education in Nigeria are listed as follows:

    a.   The inculcation of national consciousness and national unity;

    b.   The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;

    c.   The training of the mind in the understanding of the world around and;

    d.   The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to development of the society (FRN, 2004).

One will notice the obvious omission of item 1(7c) and the rephrasing and alternation of items 1(7b & d) in comparison with the 6th edition. While the rephrasing and alternation is not the problem, one may ask, what happened to *"the training of the mind in the understanding of the world around"* in the 4th edition that is obviously missing from the 6th edition? This I suppose is the "total integration of the individual into the immediate community, the Nigerian society and the world" in the 6th edition.

Again, consider section 1(3) of the 6th edition which spells out five (5) statements of belief thus:

Nigeria's philosophy of education is based on the following sets of beliefs:

    a.   Education is an instrument for national development and social change;

    b.   Education is vital for the promotion of a progressive and united Nigeria:

    c.   Education maximizes the creative potentials and skills of the individual for self-fulfilment and general development of the society:

    d.   Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges; and

    e.   Education is to be qualitative, comprehensive, functional and relevant to the needs of the society.

An appraisal of the above statements of belief raises some pertinent questions. One cannot hold back but to ask: what forms the basis of the ideas to be integrated: the indigenous or foreign ideology? Who formulates the ideas: anybody irrespective of his/her academic or professional background, competence and inclination? One is not started with these questions because the presence of philosophers of education among policy makers in Nigeria is an uncommon encounter.

Again, how can education be compulsory and be a "right of every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges", when social inequality has denied some children access to education? Even on a wider scale, how do you equalize educational opportunity for a very bright, progressive and forward looking society and a patently back word, inward looking and culturally deprived one? What genuine efforts have government made to bridge the gap that marginalizes the Nigerian child? What efforts are being made to translate the "need for a functional education for the promotion of a progressive, united Nigeria" into reality? It is in view of such unanswered questions among other things that Nwafor & Nwogu, 2015) observed that "Nigeria cannot boast of her own philosophy of education because she is yet to have a national ideology", and Fayemi in Akinsanya concludes that "what we parade today as Nigerian philosophy of education is mere educational policy (Akinsanya, 2015:p.59) .Expressing his discontentment with Nigerian philosophy of education, Akinpelu states:

"A dispassionate examination of the Nigerian educational scene reveals a considerable discontinuity, jarring inconsistency and disharmony" which Professor R. Freeman-Butts, has characterised as educational disjunctivits". (Akinpelu, 2005: 160)

While there is a case for the continual review of the NPE, especially when we consider the tempo of

developmental activities all over the world, recent editions must spell out explicitly what contemporary Nigerian society intends to achieve through education without making the same mistakes of our founding fathers; more importantly without betraying their labour and trust, yet taking necessary measures to meet stated policies with practical reality. Interestingly, it was in a bid to effectively bridge the perennial gaps in education policy provisions and implementation in Nigeria among other things that informed the publication of the 6th edition in 2013. Sadly though, there is still a sharp gap between policy formulation and implementation in Nigeria's educational system today. Take for instance, Section 3 of the 6th edition aptly captioned "Post Basic Education and Career Development"**.** The career development here no doubt seeks to provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development. This is a laudable attempt geared towards making the Nigerian education practice oriented. But on a critical look, the recent edition of the NPE has not achieved the desired goal in practice. There are clear indications that educational program implementation has generally been defective and ineffective, with disappointing outcomes. The difficulties in achieving the tenets of the policy statement in the NPE according to Azenabor have been accentuated by some factors in the Nigerian educational system that constitutes some problems which may include the following:

- Poor and inadequate funding
- Problem of standard and quality
- Problem of teaching methods
- Lack of socio-cultural setting of the school curriculum, leading to alienation and irrelevance etc. (Azenabor, 2017).

All of these make NPE difficult to achieve in practice. The man problem with NPE is that there has been inadequate or lack of commitment to its essence or spirit and provision in practice and/or delivery models.

This far, we have come to the understanding that a nation's philosophy of education must be based on a set pattern of ideology, and as such must contain the ideals and aspirations of the society. What is more? A philosophy of education should spell out explicitly a nation's educational objectives; it must analyze, examine and evaluate how consistent, integrated and comprehensive the educational programs are: and also assess the extent to which the nation's hopes and aspirations could be realized through education. It is against this backdrop that the Nigerian Philosophy of education is essentially rooted in the national goals and objectives of the Nigerian state. Albeit, there are certain identified lapses in Nigeria's philosophy of education, her National Policy on Education (NPE) wherein the Philosophy of Nigerian education is articulated has remained a road-map for the practice of education in Nigeria and the cornerstone for its national development. The need to involve seasoned and aficionado philosophers of education in education policy formulation cannot be treated with levity because their presence in such matters would mean identification of grey areas that hitherto are unidentified.

Conclusion

This paper began with a reflection on the philosophy of different educational practice obtainable in Nigeria. This paper also traces the historical antecedence and evolution of Nigerian philosophy of education to the circumstances surrounding the publication of the first edition of the National Policy on Education in 1977. It was submitted that a nation's philosophy of education could either emerge abruptly, as in revolutionary process; or gradual evolutionary process. Nigeria's philosophy of education falls under the latter. While it is true that what Nigeria has today as philosophy of education does not meet all the criteria of a robust philosophy of education, at least the National Policy on education where Nigeria's goals and objectives are stated has given a measure of direction to educational practice in the country.

Recommendations

In view of what has been discussed in this paper, the following recommendations seems plausible. Firstly, a review of the NPE should contain a section where the philosophy guiding Nigeria's

education would be explicitly stated. As it stands, there is nowhere in the NPE stating conspicuously what Nigeria's philosophy of education really is. In the words of Akinsanya (2015) "nowhere in the policy is it stated what the philosophy guiding the education system is", albeit there are swooping statements such as: "In the Nigeria's philosophy of education, we believe that..." "Nigeria's philosophy of education therefore is based on..." Just as the overall philosophy of Nigeria and the five (5) national goals are conspicuously state in one section of the NPE, the explicit Philosophy of education in Nigeria ought to be conspicuously stated as well. Secondly, well-grinded philosophers of education in Nigeria should be consulted and invited by policy makers especially when policies that have educational implications are to be formulated. Such persons are in ample position to bring to the fore the various ramifications of such policies and expose where inconsistency and lapses are, thereby suggesting practical ways of translating educational policies into reality. Lastly, only certified and qualified philosophers of education should be allowed to teach the discipline of philosophy of education to would-be-teachers in our institutions of teacher training.

References

Abdullahi, O.E. (2009). *Perspectives on History of Education in Nigeria: Secondary education in Nigeria*; JOSFA, 8(1) 56-66.

Akinsanya, P.O. (2015). *Philosophizing about education: A Prolegomenon*, University of Lagos Press and Bookshop Ltd.

Akinpelu, J.A. (2005). *Essays in philosophy and education*. Stirling-Horden publishers (Nig) Ltd.

Amaele, S. (2007). *Understanding the philosophy of education*; Bounty Press Ltd.

Azenabor, G.E. (2017). Bridging the Gap between theory and practice in Education: Towards an indigenous philosophy of education for Nigeria: *Lead paper presented at the 37th Annual Conference of Philosophers of Education Association of Nigeria (PEAN).*

Federal Republic of Nigeria (2013), *National Policy on Education*, 6th edition, NERDC Press.

Federal Republic of Nigeria (2004). *National Policy on Education*; 4th edition, NERDC Press.

Nakpodia, E.D. (2014). *Philosophy of education: A New Approach*; Delta State University Press.

Nigeria Educational Research Council (1972). *A philosophy for Nigerian Education*: Proceedings of the Nigeria National Curriculum Conference; Heinemann Educational Books (Nig) Ltd.

Nwafor, N.H.A. & Nwogu, G.A.I. (2015). Excellence in Nigerian Education: A philosophical perspective: *IOSR Journal of Research and Method in Education (I0SR-JRME) e-ISSN: 2320-7338, P-ISSN@ 2320-737x vol.5, Issue 4 ver.11pp 84-90. Retrieved from www.Iosrjournals.org*

Omena, E. (2020). *Introduction to philosophy of education for teacher training institutions in Nigeria*: ABU Press Ltd.

Oroka, O. (1990). *The philosophy of education an introduction*: International Publishers.

Shaaba, M.M. (2013). *Introduction to philosophy of education for classroom teaching*: Sunny-text Printers.

RECENT ADVANCES IN RESEARCH ON LEARNING THEORY

OBASI, CHINEDU
Department of Mathematics, AIFCE Owerri, Imo State
Email: obasi1212@gmail.com

Abstract
Learning theories are the cornerstones of education practice. Learning theory describe show students receive, process, and retain knowledge during learning. In this paper we described various new research ideas and many innovative contributions, which cover a wide range of recent advances in learningtheory. Based on the discussion and conclusion, it was recommended that advances in understanding human learning through mathematical approach to motivate students to learn about their own learning processes.
Keywords: Learning, learning theory, information-memory, intelligence, dynamic equilibrium

Introduction
Information Memory-Processing Theory
Most often teachers get annoyed when their students cannot answer questions on what they have been taught correctly. On their part students are worried when they fail to respond correctly in examinations or in class. For these problems, information memory-processing is of concern to students, teachers and psychologists. Teachers are concerned with how children learn, that is, acquire, organize, store and retrieve information in the process of learning. A mathematical model is developed by Obasi et al (2018) to understand the dynamics of information memory-processing based on Atkinson and Shiffrin (1968). A careful observation however, shows that information from the environment first enters the sensory register and when the information is attended to, it is moved to the next stage of the memory, which is the short-term memory STM). The information so received is used immediately and then processed into the long-term memory (LTM). In view of the foregoing, we proposed a mathematical model by using the information processing approach. The mathematical model is based on the schematic diagram shown in Fig. 1 and the list of variables is given in Table 1.
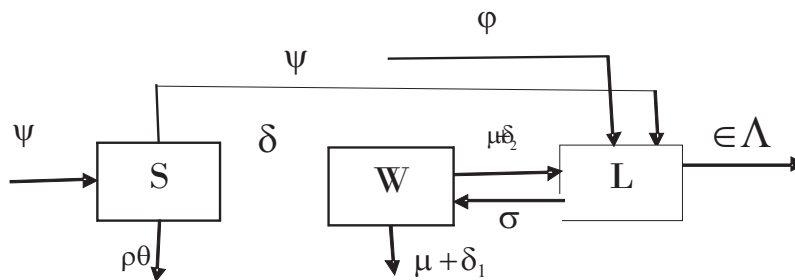

Fig. 1: *Schematic diagram of the model (Atkinson & Shiffrin, 1968)*
Table 1: Model symbols and descriptions

Symbols	Description
	Information in the sensory memory at time, t
	Information in the short-term/working memory at time, t
	Information in the long-term memory at time, t
	Outside stimuli rate
	Initial processing rate
	Rate of forgetting, lost or interference
	Rate of transfer/progression/elaboration and organization into the LTM
	Rate of retrieval/reconstruction
	Fraction of attention rate
	Fraction of outside stimuli rate
	Attention rate
	Rehearsal rate
	Information loss rate due to displacement
	Information loss rate due to interference

Thus, putting the above formulations and assumptions together gives the following information memory-processing model, given by system of ordinary differential equations below:

$$\begin{cases} \dfrac{dS(t)}{dt} = \in \Lambda - \rho\theta\, S(t) - \psi\, S(t) - \mu S(t) \\[2mm] \dfrac{dW(t)}{dt} = (1-\rho)\theta\, S(t) - \sigma L(t) - (\delta + \delta_1 + \varphi + \mu)W(t) \\[2mm] \dfrac{dL(t)}{dt} = (\delta + \varphi)W(t) + \psi\, S(t) - (\sigma + \delta_2 + \mu)L(t) \end{cases} \qquad (1)$$

Basic properties

For model (1) to be psychologically meaningful, it is important to prove that all its state variables are non-negative for all time (t). In other words, the solutions of model (1) with positive initial data will remain positive for all $t \quad 0$.

Positivity and boundedness of solutions

Since model (1) monitors the human population, all the state variables and parameters of the model are non-negative. Consider the psychologically feasible region

$$D = \left\{ S, W, L \in \square^3_+ : N \le \frac{\in \Lambda}{\mu} \right\} \qquad (2)$$

It can be shown that the set D is a positively invariant set and a global attractor of this system. That is, any phase trajectory initiated anywhere in the non-negative region $\square^3_+$ of the phase space eventually enters the region D and remains in D thereafter.

Lemma 1. *The region D is positively invariant for model (1).*

Proof.

It follows from the first equation of the system (1), that

$$\frac{dS(t)}{dt} - \in \Lambda - \rho\theta\, S(t) - \psi\, S(t) - \mu S(t)$$

$$\frac{d}{dt}\left\{ S(t)\exp\left[(\rho\theta + \psi + \mu)t \right] \right\} = (\in \Lambda)\exp\left[(\rho\theta + \psi + \mu)t \right]$$

$$S(t_1)\exp\left[(\rho\theta + \psi + \mu)t \right] - S(0) - \int_0^{t_1}(\in \Lambda)\exp\left[(\rho\theta + \psi + \mu)p \right]dp$$

$$S(t_1) = S(0)\exp\left[-(\rho\theta + \psi + \mu)t \right] + \exp\left[-(\rho\theta + \psi + \mu)t \right] \times \int_0^{t_1}(\in \Lambda)\exp\left[(\rho\theta + \psi + \mu)p \right]dp > 0$$

It can similarly be shown that $W > 0$ and $L > 0$ for all $t > 0$.
Now, the rate of change of the total memory is given by

$$\frac{dN(t)}{dt} = \epsilon \Lambda - (2\rho - 1)\theta S(t) - \delta_1 W(t) - \delta_2 L(t) - \mu N(t) \quad (3)$$

Since the right-hand side of (3) is bounded

$$N(t) \le N(0)e^{-\mu t} + \frac{\epsilon \Lambda}{\mu}\left(1 - e^{-\mu t}\right) \quad (4)$$

In particular, if $N(0) \le$ then $N(t) \le \mu$. Thus, D is positively invariant. Hence, no solution path leaves through any boundary of D and it is sufficient to consider the dynamics of model (1) in D. In this region, the model can be considered as being mathematically and psychologically well posed.

Equilibrium and Stability Analysis
Equilibrium analysis gives the fixed points, or equilibrium solutions, the values of state variables for which the system (1) will no longer change. At that time the rate of change are equated to zero. On the other hand, local stability analysis helps us to determine the dynamics of different memory stages near the equilibrium solutions. To achieve this, we compute the linearization of the system (1), which we obtained from the Jacobian matrix of the system (1). The Jacobian of the system (1) is given as:

$$J = \begin{pmatrix} -(\rho\theta + \psi + \mu) & 0 & 0 \\ (1-\rho)\theta & -(\delta + \delta_1 + \varphi + \mu) & \sigma \\ \psi & (\delta + \varphi) & -(\sigma + \delta_2 + \mu) \end{pmatrix} \quad (5)$$

Information-Free Equilibrium
A memory becomes information-free at the point $(S_0, T_0, L_0) = \left(\frac{\epsilon \Lambda}{\mu}, 0, 0\right)$, We refer to this point as the information-free equilibrium (IFE). There is neither outside stimuli (information) in the STM nor LTM. The expected information size at this state will simply be the solution of $\frac{dS(t)}{dt} = \epsilon \Lambda - \mu S$ Solving the equation gives $S(t) = \frac{\epsilon \Lambda}{\mu} + \left(S_0 - \frac{\epsilon \Lambda}{\mu}\right)e^{-\mu t}$, S_0 where is the initial information in the sensory register. It is easy to see that as $t \to \infty, S(t) \to \frac{\epsilon \Lambda}{\mu}$, , which is the asymptotic information size. Hence, the entire information will be wholly in the sensory register. Now, what happen if the information that enters into the memory is not recognized and attended or organized? Will the information-free state be achieved? Therefore, we carry out the stability analysis for the steady state. Again, we compute the Jacobian matrix of the system at IFE to obtain:

$$J_0 = \begin{pmatrix} -(\rho\theta + \psi + \mu) & 0 & 0 \\ (1-\rho)\theta & -(\delta + \delta_1 + \varphi + \mu) & \sigma \\ \psi & (\delta + \varphi) & -(\sigma + \delta_2 + \mu) \end{pmatrix}$$

The eigenvalues are

$$\lambda_1 = -(\rho\theta + \psi + \mu)$$

$$\lambda_{2,3} = \frac{1}{2}\left[-(\delta + \delta_1 + \varphi + \mu) \pm \sqrt{(\delta + \delta_1 + \varphi + \mu)^2 - 4((\delta + \delta_1 + \varphi + \mu)(\sigma + \delta_2 + \mu) - \sigma(\delta + \varphi))}\right]$$

$$\lambda_2 = \frac{1}{2}\left[-(\delta + \delta_1 + \varphi + \mu) - \sqrt{(\delta + \delta_1 + \varphi + \mu)^2 - 4((\delta + \delta_1 + \varphi + \mu)(\sigma + \delta_2 + \mu) - \sigma(\delta + \varphi))}\right]$$

For λ_2 to be negative, this implies that

$$((\delta + \delta_1 + \varphi + \mu)(\sigma + \delta_2 + \mu) - \sigma(\delta + \varphi)) < 0$$

$$\Rightarrow \frac{(\delta + \delta_1 + \varphi + \mu)(\sigma + \delta_2 + \mu)}{\sigma(\delta + \varphi)} < 1$$

123

Where

$$\frac{(\delta + \delta_1 + \varphi + \mu)(\sigma + \delta_2 + \mu)}{\sigma(\delta + \varphi)} = I_0 \qquad (6)$$

This implies that $I_0 - 1 < 0$ or $I_0 < 1$, I_0, is called the basic information-processing number. This number is yet to be defined in the context of memory-processing but serves as a threshold. Hence, if $I_0 < 1$, the information-free equilibrium (IFE) is asymptotically stable. Therefore, information dies out with time, i.e., memory decay. This goes to show that, if the rate at which people are exposed to information and the rate of elaboration, organization and retrieval in memory are not enhanced, information size becomes asymptotically stable. In other words, if the quantity representing

$$I_G = c_0 + k_0 E^2 \qquad (7)$$

Where
I_G: Intellectual growth
c_0: Innate potential or abilities (which is constant; a capacity that is difficult to change)
E: Personal effort (which varies with people)
k_0: Proportionality constant (which depends on quality of effort)
Researchers working with infants and animals have found compelling evidence that we have an innate sense of quantity. This suggests the first term in equation (7). The square in personal effort variable suggests that personal effort should be extraordinary. IGT could explained why an intelligent or gifted child diminishes in his intellectual capacity as he grows. It does not mean that his innate abilities are not there, but what happens is that personal effort has been jeopardized. IGT could also explained why some people are more intelligent than others. This is as a result of personal efforts. Innate potential is a capacity that is difficult to change. This is probably due to the fact that God himself deposited it in every human being. Therefore, we are more intelligent than others is as a result of how we put more effort than others. This corroborates the assertion of Albert Einstein when he was asked why he thinks he is more intelligent than his contemporary, he said and I quoted "it is not because I am more intelligent than others, it is because I stayed in a problem longer than them". This is the reason personal effort is what makes a genius. Mind you, IGT argued that personal effort should be extraordinary for intelligent to grow. Thus, genius development process is actually the intellectual growth theory in action. Empirical study in the context of the IGT is advocated.

Dynamic Equilibrium Theory of Learning

A theoretical model is developed by Hecklin (1976) based on dynamic equilibrium theory, which suggests a quantitative explanation for the basic idea in mastery learning that individuals of different aptitude reacting in an ideal environment to the same total quantity of material will ultimately reach the same mastery status, or gain equal increments of status starting from the same base, in time spans inversely proportional to the aptitude. The approach incorporates two widely used mechanisms, one for growth in learning and intelligence and one for loss through forgetting, into a single model that treats acquisition and loss as opposing, but simultaneously occurring process. Hicklin (1976) envisaged that learning resulted from a dynamic equilibrium between information acquisition and loss. The theory of Hecklin is by far the most known dynamic theory of learning, and the most common in the education practice. It also provides a reasonably good fit with the observations and explains the growth and decline of intellectual ability. Though Hecklin has made attempt to formalize the theory on a strictly mathematical basis, but the author oversimplified this model so that it lost its specific features. The dynamic equilibrium theory of learning as envisaged by Hicklin (1976) states that the total information gain (say, N) is partly constant and partly decreases with N. That is, learning is as a result of dynamic equilibrium between information acquisition and loss. Mathematically, it is written as:

$$\frac{dN}{dt} = p - qN \qquad (8)$$

The equation gives the total information gain (N) at a point in time (t), where p and q are constants for a particular individual in a given learning situation. The constant p is a measure of the individual's aptitude for learning. The constant q is a measure of the probability of information being forgotten, and there is evidence that this is independent of the individual's aptitude (Hicklin, 1976). Solving equation (8) using separation of variable method, we have the following analytical solution.

$$N(t) = \frac{p}{q} + \left(N_0 - \frac{p}{q} \right) e^{-qt} \qquad (9)$$

Now, as t 0, $N(t)$ N_0 and as , $N(t)$ p/q.

Equation (9) describes information gain dynamics. It tells us that the amount of information gain approaches the equilibrium value p/q. This is an indication that, an individual is capable of learning a limited amount of information. That is, if one learned over an infinite amount of time, this individual would have approached his or her upper limit N . This number is referred to as the capacity of a student to learn. However, an individual is capable of learning a very large amount of information and is difficult to determine the capacity of the person to learn (Carson, 2015). Therefore, the major limitation of Hicklin's model is its disagreement with neurological findings and a set of experimental data due to forgetting function. A more realistic model is presented below. In our model, we modify equation (8) by proposing the probability of information being forgotten as a function of time and not a constant as envisaged by Hicklin. A study on a large set of experimental data found that long-term memory retention can be described by several mathematical functions that are in a good correlation with experimental data (Rubin & Wenzel, 1996; Altmann, & Gray, 2002). Considering the properties of the functions and the analysis carried out in Rubin and Wenzel (1996), the following function is chosen for the description of the forgetting process:

$$q(t) = ae^{-bt} + w \qquad (10)$$

Where ? is a constant associated with the quantity of information forgotten, the exponential termepicts the decaying form of forgetting in the memory as time progresses and b is the forgetting rate. This equation (10) shows that the effect of the acquisition tails off to ? after some time, but not to zero. In the present paper, a modified dynamic equilibrium model of learning as envisaged by Hecklin was presented due to Obasi (2018), as it takes into account one of the most important features of this theory-its exponential forgetting character. Thus, this model modification could be termed Hecklin-Obasi model of learning. The model equation due to Obasi (2018) is given in (11) below:

$$\frac{dN}{dt} = \alpha - \left(ae^{-bt} + w \right) N \qquad (11)$$

Solving equation (11) gives:

$$N(t) = \frac{1}{wt - (a/b)\exp(-bt)} \left[\frac{1}{2}\alpha w t^2 + \frac{a}{b}\exp(-bt) - \frac{a}{b^2}(bN_0 + 1) \right] \qquad (12)$$

Evidently, the solution of the model equation (12) supports the hypothesis that an individual is capable of learning a very large amount of information, every other thing being equal (considering the control of extraneous variables). This implies that if one learned over an infinite amount of time, it becomes difficult to determine the capacity of the person to learn. This demonstrates the mystery of the human brain. According to Carson (2015), when scientists try to quantify the capacity of human brain, the numbers get so high that we cannot get our minds around them. This indicates that Hecklin-Obasi's model of learning is promising. This description may be a good basis for quantifying human brain and may be useful for education practice.

Conclusion

Learning theories give us ideas about mechanisms that underlie human learning and performance, they

can ultimately help us design learning environments and instrumental strategies that facilitate human learning to the greatest possible degree. We have described various new research ideas and many innovative contributions, which cover a wide range of recent advances in learning theory. Therefore, this short expository note emphasizes the need to advance human learning through mathematical approach.

Recommendation
Based on the discussion and conclusion, it is recommended that mathematical educators and theorists should make advances in understanding human learning through mathematical approach, so as to motivate students to learn about their own learning processes.

References
Ashman, A & Conway, R (1993). *Using cognitive methods in the classroom*. London & New York: Routeledge.

Atkinson, R.C. & Shiffrin, R.M. (1968). Human memory: A proposed system and its control processes. In K.W. Spence & J.T. Spence (Eds.), *the psychology of learning and motivation: Advances in research and theory.* (Vol. 2). New York: Academic Press. Pp. 89- 195.

Carson, B (2015). *You have a brain: A teen's guide to think big*. Michigan: Zondervan.

Hicklin, W.J (1976). A model for mastering learning based on dynamic equilibrium theory. *Journal of Mathematical Psychology*, 13 (1), 79-88.

Illeris, K. (2004). *The three dimensions of learning*. Malabar, Fla: Krieger Pub. Co.

Obasi, C (2018). A modified model of learning based on dynamic equilibrium theory of Hicklin. *Alvana Journal of Science*, 10 (2), 67-71

Obasi, C. (2020). Attempt on the theory of intellectual growth. *Unpublished Manuscript*.

Obasi, C., Ugo, C., Ihim, K. &Ibebuike, E. (2018). A mathematical model describing the information memory-processing: Implication for human learning. *International Journal of Science, Technology, Engineering, Mathematics and Science Education* (IJSTEMSED), 2 (1), 34-38.

Ormrod, J. E. (2012). *Human learning* (6th Ed.). Boston: Pearson.

Pashler, H., McDaniel, M., Rohrer, D., Bjork, N. & Robert, A. (2008). Learning styles: concepts and evidence. *Psychological Science in the Public Interest*, 9 (3): 105–119.

Willingham, D. T., Hughes, E. M., Dobolyi, H. & David, G. (2015). The scientific status of learning styles theories. *Teaching of Psychology*, 42 (3): 266–27.

ECLECTIC INSTRUCTIONAL STRATEGY AS AN INNOVATIVE APPROACH TO STUDENTS' ACADEMIC ACHIEVEMENT IN ECONOMICS EDUCATION

ANIWETALU, CHARLES IFEANYI
Department of Social Science Education,
Faculty of Education, University of Lagos.
deworthwhile1@gmail.com

&

AKPAN, FIDELIA O.
Debirus College, Lekki, Lagos.
fakpan1@gmail.com

Abstract
Economics education has contributed immensely to the economic growth and a sustainable development a nation. It is worthwhile to know that the method and strategies teachers at different levels adopt helps in a greater way for students' understanding of the content and academic achievement. On this note; the ability of teachers to realize the importance of varying his/her teaching methodology in the course of his/her subject delivery or curriculum implementation cannot be over-emphasized. The study sought to examine the effects of eclectic instructional strategy as an innovative approach to students' academic achievement in economics education. Specifically; the study compared the effects of eclectic and traditional instructional strategy on the academic achievement of students in economics education of Michael Otedola College of Primary Education, Lagos State. A sample of one hundred and fifty students of different levels was used. The study adopted an experimental research design and the students who formed the sample of the study were classified into two equal groups of control and experimental groups. Data collection was based on pretest post-test equivalent groups. Descriptive statistics i.e., mean, standard deviation and inferential statistics i.e., t-test were employed for analyzing the data. Findings of the study showed that eclectic instructional strategy has a positive effect on students' academic achievement. Eclectic learning approach was found more productive, effective and successful in teaching of Economics as compared to traditional learning approach at the tertiary educational level. Formed by the findings of the study, the researchers recommended among others that teachers should be trained and retrained through seminars and workshops on effective teaching methodologies such as eclectic learning approach to ensure effective and successful instructional process. Also, lecturers at the tertiary education level should adopt the eclectic instructional strategy for teaching Economics and perhaps other subjects as it has been found to more effective, flexible and useful as compared to other traditional learning approaches.
*Keywords***:** Eclectic instructional strategy, students' academic achievement, economics education.

Introduction
One of the key focuses of economics is the study of the efficiency surrounding production and the exchange of goods as a result of incentives and policies that are designed to maximize efficiency. It deals with how resources are allocated by governments and businesses to satisfy the wants and needs of consumers.

Kurgman and Wells, (2012) opined that economics as a social science is concerned with how an economy and its participants function and behave. It studies how people interact with value in particular, with production, distribution, and consumption of goods and services throughout the economy, and households

Education on the other hand is a means of developing the entire person to enable him live effectively in the present society so that he may be able to advance or improve it. From the above fact, Reagan (2005)

concluded that, education relates to some sort of processes in which a desirable state of mind develops. It implies the intentional bringing about of a desirable state of mind. There is no doubt that education is an important pedal towards economic development and social progress. This is because it is one central activity through the human resources of a country can be developed. However, it is through the total engagement of our productive capacity can we ensure a self-sustained development in a multi-national country like Nigeria. This therefore, means abolishing national oppression and inequality and removing obstacles to the formation of a viable nation-state.

In the history of teaching profession, several teaching methods and strategies have been developed by renowned experts and scholars in education which have been proven effective as compared to traditional teaching method hence, the eclectic approach was proposed as a reaction to the profusion of teaching methods in the 1970s and 1980s and the inflexibility often found in the application of these methods. (Qaiser and Ishtiaq, 2016).

The idea of choosing from different methods to suite for one's teaching purposes and situations is not a new one. For example, Memorandum on the Teaching of Modern Language published in 1929 on the basis of a British study by Incorporated Association of Assistant Masters in Secondary Schools recommended the eclectic "compromise method" as a solution to the language teaching debate (Stern, 1983). Eclectic method of teaching and learning in an activity, in which teachers can easily adapt to the needs of teaching so that teaching objectives or goals can be achieved (Rabu, 2012).

In the words of Rivers (1981), an eclectic approach allows educators to absorb the best techniques of all the well-known language-teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate. This is necessary and important because teachers "faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue." The main criticism of the eclecticism is that "it does not offer any guidance on what basis and by what principles aspects of different methods can be selected and combined" (Stern, 1983).

The eclectic approach was born out of the realization that each of the individual methods had strengths and weaknesses and that no one method was responsive to the dynamic classroom context.

Thus, based on the shortcoming of the methods, Brown (2002) argues that eclecticism provides the solution because the approach allows the teacher to select what works within their own dynamic contexts. Gilliland, James and Bowman (1994) stated that the justification for the eclectic approach lies in the weaknesses of the single approach because a single method has a narrow theoretical basis and has a delimited set of activities and is therefore inflexible.

Meaning of the Eclectic Approach

Kumar (2013) notes that the eclectic method is a combination of different method of teaching and learning approaches. It can also be viewed as principled eclecticism implying that the approach is characteristically desirable, coherent and pluralistic to language teaching. It also involves the use of a variety of language learning activities which are mostly different characteristically and may be motivated by different underlying assumptions of language teaching (Al Hamash 1985; Larsen-Freeman 2000; Mellow 2000).

Rekha (2014) states that principled eclecticism challenges the teacher to ensure that every decision about classroom instruction and activities is based on a thorough and holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language teaching and learning, the needs of the learners, materials available, how language is learnt and what teaching is all.

Features of the Eclectic Approach

It is important to note that the eclectic approach is not a rigid approach, thus, its characteristics may not be limited to the ones presented in this study. However, an attempt has been made to cover its major characteristics in as much detail as possible.

Ali (1981) lists the following principles of eclecticisms:

(a) Teachers are given a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.

(b)There is flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom

(c) Learners can see different kinds of teaching techniques, using different kinds of teaching aids, that help to make lessons much more stimulating and ensures better understanding of the material on the other hand.

(d)Solving difficulties that may emerge from the presentation of the textbook materials

(e) Finally, it saves both time and effort in the presentation of language activities.

Since the eclectic approach is constructed by an individual teacher according to the learning and teaching context, it can also be argued that another characteristic of the approach is that it is subjective. This means that what may be called eclectic is dependent on what a particular teacher will come up with depending on the factors affecting the classroom. Teachers have the freedom to choose judiciously what works for them and decide how and what can be integrated in a particular instance to bring about learning. Thus, the subjectivity being discussed here refers to how different teachers will conceive what may constitute eclectic. However, what makes it common is the fact that the goal and basis of eclectic teaching is that learners of different characteristics should access learning without difficulties.

Teaching Materials

It is important that teaching and learning materials are interesting and motivating for the learners. This means that the teacher should carefully select teaching materials according to the teaching point, leaner needs and characteristics and the cultural context of the learning and teaching context.

Weidemann (2001) asserts that effective language teachers invest a lot of time collecting interesting and attractive teaching and learning materials to liven up their teaching, and never spare a thought for the learners in the process of materials development and teaching. In the eclectic approach, the teacher will use any teaching material which will be deemed fit for use. They can use regalia, chats, text books, magazines, newspapers, radio, film, music, maps, pictures and computers. Both visual and linguistic materials will be used.

The term achievement refers to the degree or the level of success attainted in some specific school tasks especially scholastic performance and in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. . (Qaiser and Ishtiaq, 2016).

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts (Ward, 1996). Van den Aardweg and Van den Aardweg (1988) regard achievement as a product which can be measured by means of achievement tests and is usually associated with mental success. Good (1973), has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, academic achievement could be defined as self-perception and self-evaluation of one's objective success. According to Awan et al. (2011), academic achievement is defined by examination marks, teachers' given grades and percentiles in academic subjects.

Statement of the Problem

Research studies conducted to investigate the effect of various teaching methods at different levels in various subjects matters are bound and the findings showed that the use of various teaching methods have significant effects on the academic achievement of students in comparison to conventional teaching method and also proved that conventional teaching method is not effective (Sood, 2013). Hence, this research study seeks to investigate the effects of eclectic instructional strategy as an innovative approach to academic achievement of students of economics education.

Purpose of the Study

The study seeks to examine the effects of eclectic instructional strategy as an innovative approach to students' academic achievement in economics education. Specifically; the study seeks to compare the effects of eclectic and traditional instructional strategy on the academic achievement of students in

economics education of Michael Otedelo College of Primary Education, Lagos State. The researchers are hopeful that the findings of the study will be highly beneficial for economics teachers as they will be able to improve their teaching outcomes by adopting the eclectic instructional strategy as a teaching method.

Hypotheses of the Study

To accomplish the above mentioned objective, the following null hypotheses were formulated and tested.

Ho 1:

There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on pretest.

Ho 2:

There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on posttest.

Research Method

The research adopted an experimental research design and quantitative data analysis was also used. All the students of economics education in the colleges of education in Lagos State constituted the population of the study. Keeping in view the feasibility of infrastructure, facilities, accessibility, and easiness for the researchers, the study was delimited to the economics education students of Michael Otedola College of Education, Lagos State. 200 students was randomly selected from the different levels in the department. Pre-test Post-test Equivalent Groups Design was applied for data collection. Sample subjects were classified into two equal groups, experimental and control groups on the basis of pre-test scores. Reliability analysis was conducted to confirm the validity and consistency of the items in the given achievement test. Validity of the test was checked by experts in the field of measurement and evaluation department whereas Pearson Product Moment Correlation formula was used to calculate the reliability of the test and a correlation coefficient of 0.83 was established.

In order to conduct experiment successfully, pre-test was given to find out the existing knowledge of students before the experimental process. The test consisted of 50 multiple choice questions prepared and finalized with help of experts in the relevant area. Based on the result of the same test, sample subjects were classified into two equal groups i.e., experimental and control groups. There were total of 200 students in both the groups. In addition, two instructors having same qualification and experiences were appointed for teaching to both groups i.e., one for experimental group and the other for control group. Students of experimental group were taught through eclectic instructional strategy while students of control group were taught through traditional instructional strategy for six weeks. After successful completion of the experiment, a post-test was given to the students of the both groups immediately to explore their level of achievement. So the responses were gathered, tabulated, organized and analyzed. For statistical analysis, proper descriptive statistical tools i.e., mean, standard deviation and inferential statistical tool i.e., t-test were employed for data analysis.

Data Analysis and Interpretation

The study adopted an experimental research design hence; pretest posttest equivalent groups design was used. Data was collected, organized, tabulated and analyzed on the basis of descriptive statistics – mean, standard deviation and inferential statistics- t-test. The process of statistical data analysis and interpretation is showed thus;

Ho 1: There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on pretest.

Table 1: Data Analysis on Students' Academic Achievement of Experimental and Control Group on Pretest.

| Groups | n | Descriptive | | SE | Inferential | |
		Mean	St. Deviation		t-value	p-value
Control	150	55.12	1.13	0.35	0.374	0.769
Experimental	150	57.01	1.02			

Non-significant   **df=38**   **table value of t at 0.05=2.02**

Table 1 shows that the computed t value of 0.374 is less than the tabulated value of t (2.02) at 0.05 level of confidence and is considered statistically non-significant (p>0.05) Hence, the null hypothesis "There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on pretest." was accepted.

Ho 2: There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on posttest.

Table 2: Data Analysis on Students' Academic Achievement of Experimental and Control Group on Posttest.

| Groups | n | Descriptive | | SE | Inferential | |
		Mean	St. Deviation		t-value	p-value
Control	150	62.62	1.17	0.36	-45.681	0.000
Experimental	150	75.38	1.06			

Significant   df=38   table value of t at 0.05=2.02

Table 2 shows that the computed t value of -45.681 is greater than the tabulated value of t (2.02) at 0.05 level of confidence and is considered statistically significant (p>0.05) Hence, the null hypothesis "There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on posttest." was rejected.

Discussion of Findings

The study adopted an experimental research design, therefore; a pre-test post-test equivalent group designed was employed for data collection. A sample of one hundred and fifty students from different levels of economics education department of Michael Otedola College of Primary Education, Lagos State was drawn through simple random sampling technique. Then sample students were classified in two equal groups namely; the control and the experimental groups based on pre-test scores in the existing knowledge in Economics.

Students of experimental group were taught using eclectic instructional approach while students of control group were taught using the traditional/conventional instructional approach for six weeks. After successful completion of experimental process, a post-test was managed among the students of the both groups immediately to examine their level of achievement in the given achievement test. So the data was collected, classified, organized, tabulated and analyzed.

Descriptive and inferential analysis of pre-test mentioned in table 1 shows that the calculated t value of 0.374 which is statistically non-significant (p>0.05) because it is less than the tabulated t value (2.02) at 0.05 level of confidence. Therefore, the null hypothesis "There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on pretest." was accepted. The mean values certainly indicate that students of control (mean=55.12, SD=1.13) and experimental (mean=57.01, SD=1.02) groups showed similar performance on pre-test. This means that the achievement of the both groups was same before experimental process.

In other to ascertain the effects of eclectic instructional strategy on students' academic achievement, descriptive and inferential statistics were employed and the results of table 2 show that the computed t value of – 45.681 is statistically significant ($p<0.05$) because it is greater than the tabulated value of t (2.02) at 0.05 level of confidence. Hence, the null hypothesis "There is no significant difference in the academic achievement of students taught through the eclectic instructional strategy and the academic achievement of students taught through the traditional instructional strategy on posttest" was rejected. The mean values clearly show that there is significant difference between the performance of control (mean=62.62, SD=1.07) and experimental (mean=75.38, SD=1.06) groups on post-test. It revealed that eclectic learning approach was found more effective on students' achievement as compared to traditional learning approach post- test.

These findings were in line with the findings of Qaiser and Ishtiaq (2016) that eclectic learning approach has a positive effect on students' academic achievement and retention and were found more productive, effective and successful in teaching of English as compared to traditional learning approach at elementary level. Similarly, Siddiqui (2012) concluded that eclectic approach is the most effective approach as the teacher enjoys the freedom to absorb the best techniques of all the well-known methods and approaches.

Conclusion

Eclecticism is a philosophy of choice. This is because, it is nothing but fusion of knowledge from all sources. It is a peculiar type of educational philosophy which combines all good ideas and principles from various philosophies. Eclecticism is a conceptual approach that does not hold rigidly to a single paradigm or set of assumptions, but instead draws upon multiple theories, styles, or ideas to gain complementary insights into a subject, or applies different theories in particular cases. Eclectic instructional strategy is the process whereby a designer blends ideas from multiple learning theories to construct a learning experience that works better than a course designed from only one theoretical influence. They consider learning theories and their associated methods more as a toolbox than as dogma. With this perspective, they design instruction that works better.

The findings revealed that eclectic instructional strategy has a positive effect on students' academic achievement at the tertiary education level. Eclectic approach was found more rewarding, effective and productive in teaching Economics as compared to traditional learning approach as it allow teachers to modify their teaching style according to the situation and need of students.

Recommendations

Based on findings of the study and conclusions, the researchers strongly recommended as follows:

- Teachers should be trained and retrained through seminars and workshops on effective teaching methodologies such as eclectic learning approach to ensure effective and successful instructional process.
- Lecturers at the tertiary education level should adopt the eclectic instructional strategy for teaching Economics and perhaps others subjects as it has been found is more effective, flexible and useful as compared to other traditional learning approach.
- Proper teaching aids and other relevant technologies should be used effectively to make teaching and learning process more permanent.
- Teachers at different levels must be master of the subject matter they are teaching and possess the necessary skills and knowledge of teaching theories and practices.
- Eclectic instructional strategy should be inculcated in the curriculum of economics education and there should be strict monitoring for adherence of its implementation.

References

AL- Hamash I. K. and Younis, H. (1985). *Principles and Techniques of Teaching English as a second language.* Bagdad: Alshaay Press.

Ali, A.M. (1981). *Teaching English to Arab Students*. Jordan: Al-Falah House.

Awan, R.U.N, Gazala, N.., and Naz, A. (2011). A study of relationship between achievement,

motivation, self-concept and achievement in English and Mathematics at secondary level. *Journal of International Education Studies,* 4(3), 72-79.

Brown, H. D. (1994). *Teaching by Principles*. Englewood Cliffs, NJ: Prentice Hall.

Gilliland, B. E., James, R. K., & Bowman, J. T (1994). Response to the Lazarus and Beutler's Article On Technical Eclecticism. *Journal of Counseling and Development*, 72, 554-555.

Good, C.V. (1973). *Dictionary of Education. II edition*, Mc Graw Hill Book Compan.

Krugman, P. & Wells, R. (2012). *Economics (3ʳᵈ Ed).* Wales. Worth Publishers

Kumar, C.P. (2013). The Eclectic Method: Theory and Its Application to the Learning of English. *International Journal of Scientific and Research Publications,* 3(6).ISSN 2250-3553.

Kumaravadivelu, B. (2001). Toward a Post method Pedagogy. *TESOL Quarterly,* 35:537-560.doi:10.2307/3588427.

Larsen-Freeman, D. (2001). Teacher Learning and Learner Learning in TESOL. *TESOL Quartery*, 35 (4):608-629.

Li, W. (2012). An Eclectic Method of College English Teaching. *Journal of Language Teaching and Research,* 3 (1): 166-171.

Mellow, J.D (2002) Towards Principled Eclecticism in Language Teaching: The Two Dimensional . *Journal of Advances in English Language Teaching. 1*(4): 103-105.

Qaiser, S. & Ishtiaq, H. (2016). Effects of Eclectic Learning Approach on Students' Academic Achievement and Retention in English at Elementary Level. *Journal of Education and Practice* 7 (16) 32-37

Rabu, (2012). *TEFL of teaching English through eclectic method.* http://iluheniek.blogspot.com/2012/06/tefl-of-teaching-english-through.html

Rekha, (2014). Effect of Eclectic Method on Reading Ability among Primary School Dyslexic Children. *GHG Journal of Sixth Though,* 1 (1), 13-16

Rivers, W. (1981): *Teaching Foreign Language Skills. Second edition.* University of Chicago Press.

Siddiqui, M. M. (2012). *A Comparative Study of Direct, Communicative and Eclectic Approaches in Teaching ESL. LITSEARCH,* 2 (1), 8-12

Stern, H. H. (1983). *Fundamental Concepts of Language Teaching.* Oxford: Oxford University Press.

Udo, M. F and Udofia, T. M. (2014). Effects of mastery learning strategy on students' achievement in symbols, formulae and equations in chemistry. *Journal of Educational Research and Reviews,* 2(3), 28- 35

Van den Aardweg, E. M. & Van den Aardweg, E. D. (1988). *Dictionary of Educational Psychology.* Pretoria: E and E Enterprises.

Ward, A., Stoker, H. W. and Murray-Ward, M. (1996). *Achievement and Ability Tests - Definition of the Domain. Educational Measurement*, University Press of America,

Weideman, A. (2001).The Old and the New: Reconsidering Eclecticism in Language Teaching. Linguam, 17(1):1-13. doi.org/10.5785/17-1-131.

DEVELOPING ENTREPRENEURSHIP SKILL ACQUISITION AMONG BUSINESS EDUCATION STUDENT FOR A SUSTAINABLE STANDARD OF LIVING IN ANAMBRA STATE

UZOKA, OBIOMA AGATHA
Department of Business Education
Nwafor Orizu College of Education, Nsugbe
Email: obiomsy@gmail.com

&

OFUONYE ROSE A.
Department of Business Education
Nwafor Orizu College of Education, Nsugbe
Email: rozzita101@gmail.com

Abstract
The study examined the development of skill acquisition among business education student for a sustainable standard of living. Descriptive research design was adopted for the study. The population for the study includes all business education students and lecturers in tertiary institutions in Anambra state, while 295 students and 75 business education lecturers were randomly selected from five state owned tertiary institutions in Anambra state. The opinion and perception of the business education students and lecturers were elicited through questionnaire distributed. The instrument was face and content validate by three experts from business and management department, in two Colleges of Education in Anambra State and a reliability co-efficient of 0.75 made the instruments reliable. Mean was used to answer the formulated research questions. Findings indicated that business education students did not acquire entrepreneurial technical skills and personal skills needed for sustainable economic development but they acquire business management skills needed for sustainable economic development. Based on their findings the researchers recommended that there should be effective acquisition of entrepreneurial technical skills particularly in the area of efficient technical writing, delegation, web development coding and programming because these technical skills are highly needed in the present entrepreneurial environment, business education students .should aspire to possess problem solving skills before leaving their training institutions, business education students should develop their information seeking, risk taking and persistence skills because these skills are to be acquired for sustainable economic development.
Keywords: Entrepreneurship, Skill Acquisition, Standard Of Living, Business Education Student

Introduction
The standard of living and economic policies of a state are measured in terms of the sustainability of the development of her economic activities. Babangida and Udo (2017) maintained that an economically balanced nation is the one that is capable of meeting the economic, social, moral and political needs of her citizen. This could not be achieved without sustainable economic development.
Sustainable economic development according to Grimsley (2019) is the attempt or act of satisfying humans' needs in a manner that sustains natural resources and environment for future generations. It is the process of managing economic resources such as land, labour, natural resources and capital in a manner that they will not be depleted and will remain useful for future generations. Yasmin (2015) argued that sustainable economic development is characterized by sustained increase in real per capita income and economic welfare, rational use of resources and resources preservation for incoming generation. Sustainable economic development is very important because it does not consider only the

present benefit for present generation but also taken into consideration the benefit required by the future generation (Daga, 2019).

The United Nations,(2017) noted that there are three major components of sustainable development and these include social component, economic component and environmental component. According to Babangida and Udo (2017), these components are explained in the table below:

Table 1: *Components of Sustainable Development*

S/N	Social	Economic	Environment
1.	Service	Equity	Clean water
2.	House hold needs	Participation	Clean air
3.	Industrial growth	Empowerment	Natural resources
4.	Agricultural growth	Social mobility	Bio diversity
5.	Efficient use of labour	Cultural preservation	Ecosystem intergrity
6.			Carrying capacity

The main focus of this paper is the aspect of sustainable economic development. This is because it is the aspect that determines how limited economic resources can be applied to improve people living. This could be done through effective participation of business education graduates in entrepreneurship activities. It is obvious that one cannot discuss sustainable economic development without mentioning entrepreneurship skills.

Entrepreneurship according to Afolabi (2015) emanated from the abilities of producers to concentrate on the production of certain goods and services with the intent of exchanging them with what they needed. Ezeami (2012) citing Lee and Foster (2003) defined skill as the art of having the power, authority and competency to carry out the required task in a job or profession by individuals. It has to do with acquisition and application of acquired capabilities and competencies to solve problems in a choosen career of profession. Therefore entrepreneurship skills has to do with the effective application of knowledge, capabilities and competencies required in the dynamic process of creating wealth by an individual who takes the risks that may arise from the production of certain goods and services needed to satisfy human needs and sustainable economic development.

The importance of Entrepreneurship skills could not be over emphasised as an instrument of sustainable economic development. This is because it plays the roles of providing skills needed for employment generation, increase in production through innovation, facilitation of technological transfer, increase resource allocation and utilization, reinforcing large scale production and enforcing effective and efficient use of individual potentials and energies (Ogedengbe, Okhakhu & Adekunle, 2015). It then follows that proper acquisition of entrepreneurial skills will lead to attainment of sustainable economic development. To this end, there are certain entrepreneurship skills for sustainable economic development as maintained by Saidu, Dahiru and Suleiman (2017) to include technical skills, business management skills and personal entrepreneurial skills.

Technical skills according to Alison (2019) are the abilities, capabilities and expertise needed in the performance of specific tasks. They are practical and are related to information technology, mathematics, scientific tasks etc. It include technical writing, project management, big data analysis and social media experience. Also, Neil (2016) maintained that entrepreneurs need to have technical skills which will assist in promoting their business in the present electronic business world. These skills according to the author include conversion rate optimization which is abilities to turn website visitors into customers, search engine optimization, content marketing which has to do with marketing business contents and is capable of making successful entrepreneurs, user experience which has to do with providing improvement in the usability, accessibility and pleasure in the interaction between user

and the product, infact, facebook, uber and many other organizations have used this skills to achieve remarkable growth in their business.

Other technical skills according to Craig (2018) include e-mail marketing, data analytics social media (facebook, twitter, etc), writing which enables entrepreneurs to think critically in other to make sound and profitable business decisions. The authors concluded by stating that out sourcing or delegation is another technical skills needed in business because one cannot do it all alone hence there is need for finding talented and well trained employees and put them to work in other to achieve success.

Mamabolo, Kerrin and Kele (2017) defined business management skills as skills needed for day to day running of the business and these include planning, problem solving, legal skills, decision making, developing and executing a business model, strategic model, delegation and business development. Lisa (2019) listed business management skills needed to become successful entrepreneurs to include time management skills, business planning skills, employee management skills, customer management skills, sales management skills and financial management skills. The author posited further that business management skills has to do with understanding all facets of business operations including legal and regulatory requirement of the industry, labour, employment and tax laws together with changes in market trends.

Personal entrepreneurial skills according to Ryan (2018) refer to the key attributes that should be possessed by successful entrepreneurs so as to be able to perform entrepreneurial functions effectively and efficiently. According to Alusen (2016), there are many personal entrepreneurial skills and competencies and these include opportunity seeking, persistence, commitment to work or contract, risk taking, demand for efficiency and quality, goal setting, information seeking, systematic planning and monitoring, persuasion and net working and self confidence. Supporting this claim, Gordon (2017) maintained that personal skills to be possessed by entrepreneurs include ambition, willingness to learn, ability to listen, creativity, assertiveness, confidence, perseverance, courage and risk talking. The authors argued further that ambition has to do with getting going even when the going gets tough. Willingness to learn has to do with continuous and lifelong education while ability to listen deals with being an effective communicator. Creativity has to do with doing things in a new or uncommon way while courage and risk taking has to do with having courage and be ready to face the consequence of an action or a decision whether positive or negative consequences. These skills are very needed if business education graduates will become entrepreneurs that will move the country to sustainable economic development.

Business education is regarded as one of discipline that trains its recipients to be intelligent consumers and rational producers in the society. Edokpolor and Owenvbiugie (2017) asserted that business education is one of the occupational area that are readily provided through vocational and technical education in Nigeria and it refers to a set of instruction that provides various competencies in accounting, marketing and distribution; and office technology and management (OTM). Also Adeagbo and Oluwafemi (2018) opined that learning and training in business education is gaining more prominent attention nowadays. This may be due to advantage to be derived from discipline if well taught in tertiary institutions. Furthermore, Edokpolor and Egbri (2017) asserted that one of the major goals of business education is to equip learners with required skills for job creation and entrepreneurship activities that could lead to sustainable economic development.

Ajisafe, Bolarinwa and Edeh (2015) maintained that major topics being taught in business education include office practice, business mathematics, bookkeeping, business communication, secretarial duties, word processing and advertising. But Igbokwe (2015) argued that the curriculum of business education has been reviewed to include ICT and entrepreneurial studies. This is because there is an increase in the rate of graduate unemployment in Nigeria hence the need to train graduates in the act of self-reliance. To this end, there are certain entrepreneurial skills required by business education graduates and these have been discussed in the earlier part of this paner. Therefore, this paper attempted to empirically discover the acquisition of entrepreneurial skills for sustainable economic

development by business education graduates in Anambra state.

Statement of the Problem

Business education is seen as a discipline that equips her graduates with necessary skills needed for gainful employment and self reliance. The philosophy of business education is based on the production of rational consumer and intelligent producers which in turn leads to sustainable economic development since one of the sustainable development goals is poverty eradication.

But Edokpolor and Owenvbiugie (2017) noted that unemployment and poverty is still prevalent in Nigeria despite the teaching of business skills and literacy. It is observed that many business education graduates cannot own and manage business enterprises that compete favourably in the present ICT based and modem day business environment. Researchers like Saidu, Dahiru and Suleiman (2017) have **submitted that technical skills, business management** skills and personal **entrepreneurial skills are the entrepreneurial skills** required for sustainable **development The concern of the present researchers is** to verify whether these skills **are acquired by business education graduates in Anambra** State hence the need for the study.

Research Questions

The following research questions guided the study:
1. What are the entrepreneurial technical skills acquired by business education graduates for sustainable economic development?
2. What are the entrepreneurial business management skills acquired by business education graduates for sustainable economic development?
3. What are the personal entrepreneurial skills acquired by business education graduates for sustainable economic development?

Methodology

The research employed descriptive research design in which population consisted of all business education students and lecturers in Anambra state tertiary institutions and 360 respondents (students and lecturers) were randomly selected for the study. The study was carried out in Anambra state. The instrument for data collection was a 30-items structured questionnaire developed by the researchers. It was face and content validated by three research experts. The instrument was pilot tested at an interval of two weeks and the result were analysed using Pearson Product Moment Correlation Instrument which yield a co-efficient of 0.75 indicating that the instrument was reliable.

The instrument has four response options of strongly Agreed (SA)-4points, Agreed (A)-3points, Disagreed (D)-2points and strongly disagreed (SD)-lpoint. The data collected were analysed using mean. The decision rule was that any calculated mean scores equal to or greater than (=) 2.50 was regarded as agreed while any calculated mean scores less than (<) 2.50 was regarded as disagreed.

Results

Research Question 1

What are the entrepreneurial technical skills acquired by business education graduates for sustainable economic development?

Table 2: *Mean responses of respondents on entrepreneurial technical skills acquired by business education graduates*

S/N	Statement	Mean(X)	Remarks
1.	Ability to turn website visitors to customers	2.70	Agreed
2.	Contents marketing	2.74	Agreed
3.	Ability to provide accessibility and pleasure in the interaction between user and product	2.10	Disagreed
4.	e-mail marketing	2.74	Agreed
5.	Efficient technical writing	2.20	Disagreed
6.	Out sourcing/delegation	2.40	Disagreed
7.	Social media	2.86	Agreed
8..	Web development	2.10	Disagreed
9.	Data analysis	2.10	Disagreed
10.	Coding and programming	2.10	Disagree
	Grand mean	**2.40**	**Disagreed**

Table 2 shows that respondents agreed that business education students acquired technical skills in the area of ability to turn website visitors to customers, content marketing, E-mail marketing and social media (mean ranging from 2.70 to 2.86) while they disagreed that business education students acquired technical skills in the area of provision of accessibility and pleasure in the interaction between users and products, efficient technical writing, delegation, web development, data analysis and coding and programming (mean ranging from 2.10 to 2.40). The grand mean of 2.40 indicated that the respondents are of the opinion that business education students do not acquire entrepreneurial technical skills needed for sustainable economic development.

Research Question 2

What are the entrepreneurial business management skills acquired by business education graduates for sustainable economic development?

Table 3: *Mean responses of respondents on entrepreneurial business management skills acquired by business education graduates*

S/N	Statement	Mean(x)	Remarks
1.	Time management skills	2.86	Agreed
2.	Business planning skills	3.10	Agreed
3.	Employees management	3.15	Agreed
4.	Decision making skills	3.20	Agreed
5.	Customer management skills	2.84	Agreed
6.	Sales management skills	2.74	Agreed
7.	Financial management skills	2.80	Agreed
8.	Problem solving skills	2.10	Disagreed
9.	Legal skills and requirement in business	2.72	Agreed
10.	Skills to understand changes in market trends	2.62	Agreed
	Grand mean	**2.81**	**agreed**

Table 3 shows that all the items listed had their mean ratings ranging from 2.62 to 3.20 except item 8 with mean value of 2.10 indicating that the respondents agreed that all the entrepreneurial business management skills are acquired by business education graduates except problem solving skills. The grand mean of 2.81 indicated that business education graduates acquired entrepreneurial business management skills for sustainable economic development.

Research Question 3

What are the personal entrepreneurial skills acquired by business education graduates for sustainable economic development?

Table 4: *Mean responses of respondents on personal entrepreneurial skills acquired by business education graduates*

S/N	Statement	Mean	Remarks
1.	Skills in seeking opportunity	3.00	Agreed
2.	Persistence and perception skills	2.30	Disagreed
3.	Commitment to work or contract	2.20	Disagreed
4.	Risk talking skills	2.10	Disagreed
5.	Information seeking skills	1.70	Disagreed
6.	Self confidence skills	1.80	Disagreed
7.	Willingness and readiness to learn	2.20	Disagreed
8.	Creativity and assertiveness skills	2.10	Disagreed
9.	Courage and perseverance	2.10	Disagreed
10.	Demand for efficiency and quality	2.60	Agreed
	Grand mean	**2.21**	**Disagreed**

Table 4 shows that all the items had their mean ratings ranging from 1.70 to 2.30 exceptitenis 1 and 10 with mean ratings of 3.00 and 2.60 respectively. This implies that the respondents are of the opinion that only skills in seeking opportunity and demand for efficiency and quality are the personal entrepreneurial skills acquired by business education graduates while all other skills are not acquired by them. The grand mean of 2.21 indicated that the business education graduates do not acquired personal entrepreneurial skills for sustainable economic development.

Discussion of finding

The study in research question 1 sought to identify entrepreneurial technical skills acquired by business education graduates. The findings revealed that business education graduates do not acquire entrepreneurial technical skills for sustainable development. These findings agreed with earlier opinion of Udo and Babangida
(2017) that business education students do not acquire maximum skills needed for the promotion of sustainable entrepreneurial business in Nigeria. This is seen in this study because technical skill is one of those skills needed for sustainable economic development and this is not acquired by business education graduates.

Also, research question 2 sought information on entrepreneurial business management skills acquired by the business education graduates. Findings showed that business education graduates acquired entrepreneurial business management skills needed for sustainable development except problem solving skills. These findings agreed with earlier findings of Mafikuyomi (2014) that business education graduates acquired management skills needed for entrepreneurial development. This may be due to the fact that these skills are handled properly in the business education classes in schools. The findings also supports the opinion of Janelle (2018) that students acquired business management skills like relationship building strategic thinking (planning), market place knowledge, decision making and goal setting skills on business classes. The study in research question 3 obtained information about personal entrepreneurial skills acquired in business education graduates. The findings indicated that business education graduates do not sufficiently acquire personal entrepreneurial skills for sustainable economic development. These findings agreed with those of Alusen (2016) who reported that

management accounting students are weak in acquisition of persuasion and networking skills, risk taking skills and information seeking skills. Although these skills according to Aljjsen (2016) are highly needed by business education graduates but it is sad to discover that they are not acquired by business education graduates.

Conclusion

The researchers find out in the course of this study that business education graduates only acquired entrepreneurial business management skills needed for sustainable economic development but failed to acquire technical and personal entrepreneurial skills for sustainable economic development. It is the opinion of the researchers that business education graduates should acquire all the three mentioned skills if they will contribute to sustainable economic development and be self-reliant in other to fulfill the goals and objectives of business education.

It is observed that the present curriculum, altitude of government, institution and students may not help in the acquisition of these skills. Therefore, all hands must be on deck to ensure effective acquisition of entrepreneurial skills for sustainable economic development.

Recommendations

Based on their findings the researchers recommended the following for improvement.

1. There should be effective acquisition of entrepreneurial technical skills particularly in the area of efficient technical writing, delegation, web development coding and programming because these technical skills are highly needed in the present entrepreneurial environment.
2. Business education students should aspire to possess problem solving skills before leaving their training institutions. This could be done through effective application of knowledge and practical in schools.
3. Business education students should develop their information seeking, risk taking and persistence skills because these skills are to be possessed for sustainable economic development.
4. Those should be adequate curriculum review and implementation in business education programmes so as to pave way for the acquisition of technical and personal entrepreneurial skills by upholding more practical learning, internship and simulation of activities.
5. The business educators should encourage students by organising activities that can stimulate the entrepreneurial mindset of students.

References

Adeagbo, S. & Oluwafemi, P. A. (2018). Small scale enterprise managers ratings of skill needed by business education graduates for revamping depressed economy in Anambra state. *Al-Hikma Journal of Education,* 5(2), 100-107.

Afolabi, A. (2015). The effect of entrepreneur ship on economy growth and development in Nigeria. *International Journal Development and Economic Sustainability,* 3(2), 49-65.

Ajisafe, 0. E. Bolarinwa, K. O. & Edeh, T. (2015). Issues in Business Education Programme: Challenges to national transformation. *Journal of Education and Practice,* 6(2), 208-212 Retrieved 23/7/20-19 from http://files.eric. ed.gov/ fulltext/EJ 1 07909 1 .PDF.

Alison, D,(2019). Important Technical Skills with Examples. Retrieved on 23/7/19 from www.balancecareers.com

Ryan, O. G. (2018). Personal Entrepreneurial Competencies Retrieved 24/8/2019 from www.mustangbols.com.

Udo, M. P. & Babangida, D. F. (2017), Promoting sustainable development of entrepreneurial business in Nigeria through maximum skill acquisition in business education. *Nigerian Journal of Business Education (NIJBED),* 4(1), 100-111.

Yasmin, V. (2015) The Main Features of Sustainable Economic Development. Retrieved 23/7/2019

PERCEIVED SOCIAL SUPPORT AS CORRELATE OF ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN AGUATA EDUCATION ZONE OF ANAMBRA STATE, NIGERIA.

CHINYERE AGNES MUOKWUE
Department of Educational Pychology/Guidance and Counselling
Nwafor Orizu College of Education, Nsugbe
Email: chinyeremuokwue@gmail.com

MARY OKWUCHUKWU AKUJIEZE
Department of Educational Pychology/Guidance and Counselling
Nwafor Orizu College of Education, Nsugbe
Email: Maryakujieze1@gmail.com

ROSELINE EKWUTOSI UMEZULIKE
Department of Educational Psychology/guidance And Counselling
Nwafor Orizu College of Education, Nsugbe
Email: roseumezulike@yahoo.com

Abstract
This study investigated perceived social support as correlate of academic achievement among secondary school students in Aguata Education Zone of Anambra State, Nigeria. Four research questions and four null hypotheses were formulated to guide the study. Correlational research design was employed. 500 (250 males and 250 females) students made up the sample for the study. Data was collected using Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet, Dahlem, Zimet and Farley (1988) and results of 2020/2021 Junior School Certificate Examination (JSCE) of the students in English Language and Mathematics. Reliability estimate yielded **coefficient values of 0.92 Cronbach Alpha for family subscale, 0.88 for friends subscale, 0.89 for others subscale and 0.87 for the full scale.** Data were analyzed using Pearson Product Moment Correlation Coefficient and t-test of significance of Pearson Correlation Coefficient. The result showed that perceived social support positively correlated with academic achievement of secondary school students for both males and females. Significant positive correlation exists between perceived social support and academic achievement among male and female students. Both male and female students need social support to perform well academically. The study recommended among others that parents, peers, teachers, counselors and significant others should be more proactive in helping students achieve their academic goals.
Keywords: Social support and academic achievement.

Introduction
Schools provide opportunity for intellectual and professional development. Students' completion of their academic programmes successfully provides evidence that they have achieved an important educational goal that has significant implications for t0heir future. According to Emme as cited in Lau, Chan and Lam (2018), students' academic success is very crucial because it serves as feedback on relevance and effectiveness of their educational programmes and related social support. Students struggle after admission to fit into the school system as to guarantee academic success. To buttress the point, Vollrath as cited in Lau, Chan and Lam (2018) provided evidence that students report experiencing an increase in frequency of difficulties related to academic work, social competence, social support and emotional adjustment. To successfully accomplish educational goals, students must adjust to the new school environment, with different sets of social and academic settings, than previously experienced in secondary schools. However, success in college is dependent upon quick

adjustment, and social support as students often report feeling stress due to large changes and conflicts associated with the adjustment to school (Lau, Chan & Lam, 2018).

This study is motivated by the fact that students face a lot of challenges as they gain admission into schools. They experience stressful circumstances, potentially threatening or challenging social experiences. Major stressors are related to interpersonal relationships (eg. conflicts with parents, siblings and peers), financial pressure and school performance (eg. academic failure, low achievement). Similarly, Extremera and Rey (2015) rightly stated that, different students report that they have experienced varying types of stress, hence the discrepancies in their need for social support, depending on the individual. Therefore, having a better understanding and knowledge of social support will be ideal in helping students transform their weaknesses into strengths and overcoming challenges they face, hence improving their well-being (Stoliker & Lafreniere, 2015). Some scholars have proven (Kong, Zhao & You (2012); Salguero, Extremera, Cabello & Fernández-Berrocal (2015) & Ngui & Lay, 2018) that students stated that they need social support because of increased stress levels.

Social support is a broad construct that describes the network of social resources that an individual perceives (Zhou, 2014). He further stressed that this social network is rooted in the concepts of mutual assistance, guidance and validation about life experiences and decisions. This social system plays a role in providing a number of forms of support, including informational, instrumental and emotional support. Thus, social support is the network of physical, emotional and material resources given to individual through social ties with family, friends, teachers, groups and community.

The study was anchored on the social support theory which emerged from publications by Don Drennon-Gala and Francis Cullen as cited in (Kort-Butler, 2017), both of whom drew on insights from several theoretical traditions. The theory is centered on the proposition that instrumental, informational and emotional supports reduce the likelihood of delinquency and crime. Social support can be a key factor in rehabilitating juvenile offenders (Kort-Butler, 2017).

Extensive number of literatures (Poudel, Gurung & Khanal, 2020) have consistently shown that social support can be emotional, instrumental, financial or informational and the youth derive social support from a number of sources (e.g., parent/family, peers/classmates, relatives and teachers), and social support from each source is associated with beneficial outcomes. However, Wethington and Kessler as cited in Poudel, Gurung and Khanal (2020) rightly pointed out that social support (SS) is more important than received social support because perceptions of positive support from family members have been linked with increased indicators of academic success and wellness such as life satisfaction. They further stressed that social support could act as protective factor and helps an individual to reduce the amount of stress experienced as well as act as a buffer for an individual facing stressful life situations. Suldo and Schaffer as cited in Poudel, Gurung and Khanal (2020) analyzed mental well-being among youth and found that peer support correlate inversely with other indicators of internalizing psychopathology in adolescents and co-occur with psychological wellness among adolescents.

Similarly, parental support could promote academic performance in students and reduce psychological distress by offering their support throughout the developmental phase (Zhou, 2014). In addition, students who receive high parental support have better success than those who receive low parental support. Social support is generally perceived differently among male and female. Studies have reported higher levels of psychological distress among girls than boys (Poudel, Gurung & Khanal, 2020). In regard to the sources of support, girls perceive more social support than boys do. Girls find more support from close friends than any other sources, whereas boys perceive less from all (Poudel, Gurung & Khanal, 2020). Female adolescents as compared to male adolescents are more oriented toward peers for social support and are also more satisfied with the support gained from their peers (Colarossi as cited in Poudel, Gurung & Khanal, 2020). However, no gender differences in social support and academic achievement were reported in the study conducted among the adolescents.

To the researchers' knowledge, no published study correlating social support with academic achievement has been carried out among secondary school students in Aguata Education Zone of

Anambra State, Nigeria, which is the domain of this research. This will add to existing literature and knowledge in this area. It is against this background that the researchers were motivated to carry out this study on social support as a correlate of academic achievement among secondary school students in Aguata Education Zone of Anambra State, Nigeria.

Purpose of the Study

The major purpose of the study is to examine social support as correlate of academic achievement among secondary school students in Aguata Education Zone of Anambra State, Nigeria. Specifically, the study sought to investigate:

1. Social support as correlate of academic achievement among secondary school students in English Language.
2. Social support as correlate of academic achievement among secondary school students in Mathematics.
3. Social support as correlate of academic achievement of secondary school male and female students in English Language.
4. Social support as correlate of academic achievement of secondary school male and female students in Mathematics.

Research Questions

This study was guided by the following research questions:

1. To what extent does social support correlate academic achievement among secondary school students in English Language?

2. To what extent does social support correlate academic achievement among secondary school students in Mathematics?

3. To what extent does social support correlate academic achievement of secondary school male and female students in English Language?

4. To what extent does social support correlate academic achievement of secondary school male and female students in Mathematics?

Research Hypotheses

The following null hypotheses were formulated and tested at .05 level of significance.

1. Social support does not significantly correlate academic achievement among secondary school students in English Language.

2. Social support does not significantly correlate academic achievement among secondary school students in Mathematics.

3. Social support does not significantly correlate academic achievement among secondary school male and female students in English Language.

4. Social support does not significantly correlate academic achievement among secondary school male and female students in Mathematics.

Research Method

The study adopted a correlational research design. Correlational design is suitable for the study because it tests the degree of relationship that exists between two or more variables (social support and academic achievement). According to Best and Kahn (2016), correlational research is a method to examine the relationship between independent and dependent variables. The population of the study comprises all senior secondary school two (SS2) students in public secondary schools in Aguata Education Zone of Anambra State. The sample for the study was 500 (250 males and 250 females) students. Simple random sampling was employed in selecting 10 schools from the 50 secondary schools in Aguata Education Zone. 50 students were randomly selected from each of the already selected schools in the area. This gave rise to a total of 500 students that formed the study sample. According to Nkpa cited in Osakwe (2016), when the study population runs into thousands, a sample of 5 to 20 percent is accurate. This percentage is what the researcher can conveniently manage. Data was collected using Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet, Dahlem, Zimet and Farley (1988) was adopted for the study. The 12 items self-report measure provides

a subjective assessment of social support from family, friends, and others. Each item can be scored using a 7-point Likert scale (1 = very strongly disagree; 7 = very strongly agree). Subscale scores was calculated by summing related responses, with higher scores indicating a higher degree of social support from that particular source. The internal consistency of the items was determined using Cronbach's Alpha method. The Multidimensional Scale of Social Support showed high internal reliability estimates. Cronbach's alpha coefficient values of 0.92 were obtained for the family subscale, 0.88 for the friends subscale, while 0.89 for the others subscale, and 0.87 for the full scale.

To determine academic achievement of students, results of 2020/2021 Junior School Certificate Examination (JSCE) of the students in English Language and Mathematics were used. These subjects were chosen because they are the core subjects being offered by every student. The result of the participants were reported on a 4-point scale ranging from 4 = A to 1 = D.

Out of the 510 copies of the questionnaire administered to students in their classrooms, only 500 copies were used as others were either not properly filled or were not returned. On the spot delivery method was employed. Research questions were analyzed using Pearson Product Moment Correlation Coefficient while the hypotheses were tested using t- test of significance of Pearson Correlation analysis at 0.05 level of significance. This helps to ascertain whether the relationship is positively linearly correlated. In using Pearson's (r) product moment correlation, the decision rule was that $\pm 0.00 - 0.20$ = very low relationship; $\pm 0.21 - 0.40$ = low relationship; $\pm 0.41 - 0.60 = \pm$ moderate relationship; $\pm 0.61 - 0.80$ = high relationship; $\pm 0.81 - 1.00$ = very high relationship was used in the interpretation. SPSS software version 23 was used to analyze the results.

Results

Major findings of the study were presented in tables based on the research questions and hypotheses.

Research Question One: To what extent does social support correlate academic achievement among secondary school students in English Language?

Table 1: Pearson r on the social support and academic achievement of students in English Language

N	Correlation coefficient (r)	Remark
500	.95	High Relationship

The result on table 1 shows a correlation coefficient **(r = .95) of** social support and academic achievement **based on n = 500 observations,** which is positive and within the coefficient limit of + 0.81-1.00. This indicates that there is a high positive correlation between social support and academic achievement of secondary school adolescents in English language *(r = .95, n = 500)*.

Research Question Two: To what extent does social support correlate academic achievement among secondary school students in Mathematics?

Table 2: Pearson r on the social support and academic achievement of students in Mathematics

N	Correlation coefficient (r)	Remark
500	.97	High Relationship

The result on table 2 reveals a correlation coefficient **(r = .97) of s**ocial support and academic achievement **based on n = 500 observations,** which is positive and within the coefficient limit of + 0.81-1.00. This indicates that there is a high positive correlation between social support and academic achievement of secondary school adolescents in Mathematics *(r = .97, n = 500)*.

Research Question Three: To what extent does social support correlate academic achievement of secondary school male and female students in English Language?

Table 3: Pearson r on the social support and academic achievement of male and female students in English Language

N	Correlation coefficient (r)	Remark
500	.88	High Relationship

The result on table 3 reveals a correlation coefficient **(r = .88) of** social support and academic achievement **based on n = 500 observations,** which is positive and within the coefficient limit of + 0.81-1.00. This indicates that there is a high positive correlation between social support and academic achievement of **male and female** secondary school students in English Language *(r = .88, n = 500)*.

Research Question Four: To what extent does social support correlate academic achievement of male and female secondary school students in Mathematics?

Table 4: Pearson r on the social support and academic achievement of students in Mathematics

N	Correlation coefficient (r)	Remark
500	.91	High Relationship

The result on table 4 reveals a correlation coefficient **(r = .91) of** social support and academic achievement **based on n = 500 observations,** which is positive and within the coefficient limit of + 0.81-1.00. This indicates that there is a high positive correlation between social support and academic achievement of male and female secondary school students in Mathematics *(r = .91, n = 500)*.

Hypothesis One:

Table 5: Test of significance of **Pearson Product Moment Correlation Coefficient** *between social support and academic achievement of secondary school students in English Language*

Correlation coefficient (r)	N	Df	a	p-value	Sign.Level	Decision
.95*	500	498	.05	.02	Significant	Reject

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

As shown on table 5, the null hypothesis was rejected since the probability (*p*) value (.02) obtained is less than the significance level of .05. *Social support and academic achievement* **have statistically significant linear relationship** (r = .95, P-value < .02). **This implies that** significant positive correlation exists between *social support and academic achievement of secondary school students in English Language.*

Hypothesis Two:

Table 6: Test of significance of Pearson Product Moment Correlation Coefficient between social support and academic achievement of secondary school students in Mathematics

Correlation coefficient (r)	N	Df	a	*p*-value	Sign.Level	Decision
.97*	500	498	.05	.03	Significant	Reject

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

As shown on table 6, the null hypothesis was rejected since the probability (*p*) value (.03) obtained is less than the significance level of .05. *Social support and academic achievement* **have statistically significant linear relationship** (r = .97, P-value < .03). **This implies that** significant positive correlation exists between *social support and academic achievement of secondary school students in Mathematics.*

Hypothesis Three:

Table 7: Test of significance of Pearson Product Moment Correlation Coefficient between social support and academic achievement of secondary school male and female students in English Language

Correlation coefficient (r)	N	Df	a	*p*-value	Sign.Level	Decision
.88*	500	498	.05	.04	Significant	Reject

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

As shown on table 7, the null hypothesis was rejected since the probability (*p*) value (.04) obtained is less than the significance level of .05. *Social support and academic achievement* **have statistically significant linear relationship** (r = .88, P-value < .04). **This implies that** significant positive correlation exists between *social support and academic achievement of secondary school* male and

female students *in English Language.*

Hypothesis Four:

Table 8: Test of significance of **Pearson Product Moment Correlation Coefficient** *between social support and academic achievement of secondary school* **male and female students** *in Mathematics*

Correlation coefficient (r)	N	Df	a	*p*-value	Sign.Level	Decision
.91*	500	498	.05	.02	Significant	Reject

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

As shown on table 8, the null hypothesis was rejected since the probability (*p*) value (.02) obtained is less than the significance level of .05. ***Social support and academic achievement* have statistically significant linear relationship** (r = .91, P-value < .02). **This implies that** significant positive correlation exists between ***social support and academic achievement of secondary school* male and female student*s in Mathematics.***

Discussion of Findings

Findings of the study revealed that a very high and positive significant relationship exists between social support and academic achievement of students in secondary schools. It also showed that the relationship between social support and academic achievement of secondary school students in English language and mathematics is significant.

This finding is in agreement with findings from previous related studies of Zhou (2014), who observed that parental support could promote academic performance in students and reduce psychological distress by offering their support throughout the developmental phase. In addition, students who receive high parental support have better success than those who receive low parental support.

The findings indicated that both male and female students exhibited positive significant relationship between social support and academic achievement of secondary school students in English language and mathematics. The result is consistent with the finding of Poudel, Gurung and Khanal (2020) who observed that social support is generally perceived differently among male and female. There is higher level of psychological distress among girls than boys. In regard to the sources of support, girls perceive more social support than boys do. Girls find more support from close friends than any other sources, whereas boys perceive less from all. Female adolescents as compared to male adolescents are more oriented toward peers for social support and are also more satisfied with the support gained from their peers.

The study noted that academic achievement was excellent among students with social support, and that social support is significantly related to academic achievement. The reason for these findings could be attributed to the idea that students who perceive their academic skills positively tend to participate in more social-oriented behaviours such as engaging in class activities, finishing homework, studying for exams and getting support from parents, peers, and significant others.

Conclusion and Implications

The result of current study revealed the importance of social support for the psychological development of students. Students who perceived good social support had higher academic achievement, which in turn contributed to their overall wellbeing. Furthermore, the study found a significant gender difference for social support and academic achievement. Also among various sources of perceived social support, both boys and girls were more oriented towards family for social support than friends and significant others.

The current findings have several important implications. The findings could contribute to the development of the theory of how social support influences students' academic achievement. Improving social support may alleviate distress and foster higher academic achievements such that there will be positive coping on students' adaptive and social skills, self- concept, internalizing and externalizing behaviour problems, instrumental help, emotional support, affirmation of values, attitudes and life satisfaction. More important is the need to pay attention to family, such as parents offering more diverse support and learn how to express emotions to their children. Finally, significant

others need to provide suggestions to children on how to make friends and how to keep healthy friendships, in recognition that peers are vital for improving both academic resilience and outcomes.

Recommendations

The study recommends that:

1. The findings could help educators, counselors and psychologists to design and develop proper intervention programmes to reduce psychological problems among adolescents.

2. Parents and educators should be aware of the importance of enhancing social support networks among students so that psychological problems might be under control.

3. The study also recommends that parents, peers, teachers, counselors and significant others should be more proactive in helping students achieve their academic goals.

References

Extremera, N., & Rey, L. (2015). The moderator role of emotion regulation ability in the link between stress and well-being. *Front. Psychol.*, 6, 1632.

Kong, F., Zhao, J. & You, X. (2012). Social support mediates the influence of emotional intelligence on mental distress and life satisfaction in Chinese young adults. *Personal. Individ. Differ*., 53, 513–517.

Kort-Butler, L. A. (2017). The encyclopedia of Juvenile Delinquency and Justice. *https://doi.org/10.1002/9781118524275.ejdj0066*

Lau, E. Y. H., Chan, K. K. S. and Lam, C. B. (2018). Social support and adjustment outcomes of first year university students in Hong Kong: self-esteem as a mediator. *J. Coll. Stud. Dev. 59, 129-134.*

Ngui, G. K., & Lay, Y. F. (2018). Investigating the effect of stress-coping abilities on stress in practicum training. *Educ. Res.*, 27, 335–343.

Poudel, A., Gurung, B. & Khanal, G. P. (2020). Social support and psychological wellbeing among Nepalese adolescents: the mediating role of self-esteem. *BMC Psychology, 8, 43.*

Salguero, J. M., Extremera, N., Cabello, R. & Fernández-Berrocal, P. (2015). If you have high Emotional Intelligence (EI), you must trust in your abilities: The interaction effect of ability EI and perceived EI on depression in women. *J. Psychoeduc. Assess.*, 33, 46–56.

Stoliker, B.E. & Lafreniere, K. D. (2015). The influence of perceived stress, loneliness, and learning burnout on university students' educational experience. *Coll. Stud. J.*, 49, 146–160.

Zhou, E. S. (2014). Social support. In: Michalos, A. C. (eds) Encyclopedia of Quality of Life and Well-Being Research. *Springer, Dordrecht.*

Zimet, G. D., Dahlem, N. W., Zimet, S. G. & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment,* 52: 30-41.

SUPERVISION AND DISCIPLINE AS SCHOOL ADMINISTRATIVE PRACTICES FOR ENHANCING TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

OTUGO, SAMUEL O
Department of Educational Foundations and Administration
Nwafor Orizu College of Education, Nsugbe
Email: s.otugo@yahoo.com

Abstract
This study examined supervision and discipline as school administrative practices for enhancing teachers' job performance in Public Secondary Schools in Anambra State. Two research questions guided the study. The study made use of descriptive survey design. The population of the study was 6185 teachers in the 262 public secondary schools in Anambra State. The sample of the study consisted of 576 teachers. Stratified random and simple random sampling techniques were used for the study. The instruments for data collection were School Administrative Practices Questionnaire (SAPQ). A 20-item structured questionnaire (SAPQ) duly validated by research experts was used to collect data. The collected data were analysed by descriptive statistics. The administrative practices that affect the teachers' job performance are discipline and proper supervision. The findings of the study show that discipline helps in the achievement of goals, expectations and responsibility of teachers and students. Furthermore, the findings of the study show that proper supervision ensures adequate preparation of lesson notes by teachers; ensure adequacy of scheme of work and helps in evaluating teaching-learning process to ascertain students' learning quality. Recommendations were made in line with the findings.
Keyword: School, administrative practice, teachers, job performance

Introduction
The main purpose for the establishment of any organization (formal or informal) is to achieve stated objectives. These objectives cannot be achieved without maximizing the efforts of people working in the organization through coordination of their activities for optimum performance. In secondary education institutions, administrative practices deal with coordinating resources and staff efforts for the achievement of the school goals (teaching and learning). The teaching process can only be achieved through school administrative practice to ensure that the teachers work with commitment and devotion for the realization of the educational goals.

Education in all countries of the world has been considered very important for personal and societal development. It is in view of the indispensable role of education in development of man and modern society that various declarations on education have been made at the global level and in Nigeria. Considering governments huge investment in public education, its output in terms of quality of students and teachers' performance, observable decline in teachers' performance, attitude and values have been at variance with government expenditure. It appears as if this unpleasant situation is not a reflection of the instructional quality in the schools especially in the public secondary schools. Therefore, public secondary schools in Nigeria like other public institutions can be seen as an abandon project on the area of infrastructures and manpower. The product of public secondary cannot boast of having attended educational institutions in terms of morality, academic output. The teachers and the students in the public secondary schools have lost the aim or objectives of there been in that institution where some of the teachers see the students as their domestic staff or house help to be send on errands. The students on their own try in every possible way to please their teachers believing that it is only through such actions that they can scale through without any hindrances. The picture of what is happening in our public secondary school is better imagined than experienced.

Ukeje (2010) and Ibukun (2013) attributed the failure of educational programmes in Nigeria to several factors. Among these factors are teacher factor (shortage of teachers, inadequate training and poor motivation of teachers). They also include lack of basic infrastructure, lack of leadership and administrative will, lack of adequate and accurate statistics. Also included are inadequate funding,

embezzlement, bureaucratic bottle-neck of civil service and Nigerians' poor attitude to work. Trend in educational improvement is systematic and it is on cost benefit for effective administration relating to teachers performance in public and private schools in the state and in other areas in the country since administration requires bringing men and materials together to improved teaching and learning process.

It is against this background that the National Policy on Education in Federal Government of Nigeria (FGN) (2013) stated emphatically that no educational system can rise above the quality of its teachers. Teachers can therefore make or mar the entire school programme. This concern for the quality of education has placed pressure on the school administrators to upgrade the effectiveness of their teaching staff especially at the secondary school level. Improving and sustaining teaching effectiveness in secondary schools have been a source of concern to all.

Effective administration is therefore seen as a service of activities or tool through which the fundamental objectives of the educational system can be realized. Teachers in both public schools are trained as legal custodian of students.

They have the power to ensure effective learning and having paramount authority in working with students. As a result of this, teachers are held responsible for the maintenance of order, discipline and security, control, classroom management etc in the schools. Nakpodia (2010) perceived effective administration as the art of organizing and managing men and materials to attain the goals of the government. On the other hand, Peretomode (2011) sees administration as a process of working with and through others to effectively achieve the accompanying organizational goals; while Nwankwo (2012) defined administration as the systematic arrangement of human and material resources, and programme that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational goals.

Discipline is the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. Disciplinary problem is a phenomenon that causes fear and consternation for most teachers. It takes many forms including, disruptive talking, inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in tests and exams and willingness to speak in the target language as stated by *Aku (2011)*. There are many reasons for discipline problem, it can stem from students' reactions to their teachers' behaviour or from other factors inside or outside the classroom.

Supervision is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of the feedback in order to make teaching more effective. Therefore, supervision broadly refers to the professional guidance and support provided by the educational managers, who are expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instruction. Supervision and Discipline are considered to be vital administrative practices necessary for improving teachers' job performance. Hence the study tends to investigate the school administrative practices for teachers' job performance in public secondary schools in Anambra State.

Statement of the Problem

For some decades now, secondary education in Anambra State has grappled with a lot of challenges especially, in the area of administrative capacity to lead teachers to have sound knowledge of their subject matter content, effective delivery of lessons and proper evaluation and monitoring of students performance. There has been observed laxity on the part of the teachers in their task performance such as, some teach obsolete topics with obsolete techniques. Sometimes, teachers do receive some motivational packages from principals in terms of meeting with teachers to jointly discuss issues concerning school administration. In spite of this, schools are still bedeviled with incidences of teacher's lapses in attendance to classes, lesson preparation and class control. The worst is that the public secondary schools which suppose to be the seat of academic activities has been turned into the teachers' individual domestic activities whereby some students are sent to the market to buy goods for the teachers or sent to their homes to cook for them. Some teachers even go to the extent of taken the students to their farms. This unhealthy attitude on the part of the teachers has negatively affected the

students that in some situations they do not trust themselves especially during test or examination. While some students resort to special or miracle centers inorder to make their papers, there is massive exodus of students from public secondary school to private secondary schools. The result of this menace are numerous ranging from sexual harassment, unwanted pregnancies, abortion, untimely death, cultism, school dropout, etc, This shows that there is a loophole in the administration of public secondary schools. Doubt is therefore cast whether or not school administrators apply administrative practices in promoting teachers' job performance, hence, the need for the study. It is on this background that the study tends to investigate the extent to which the school administrative practices enhance teachers' job performance in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study is to examine the school administrative practices for teachers' job performance in public secondary schools in Anambra State. Specifically, the study will seek to:

1. Determine how discipline as school administrative practice enhances teachers' job performance in Anambra State public secondary schools;
2. Ascertain how supervision as school administrative practice enhances teachers' job performance in Anambra State public secondary schools.

Scope of the Study

The geographical scope of the study was limited to only public secondary schools in Anambra State while the content scope focused on discipline and proper supervision as school administrative practices that enhance teachers' job performance in public secondary schools in the State.

Research Questions

The following research questions guided the study:

1. To what extent does discipline as school administrative practice enhance teachers' job performance in Anambra State public secondary schools?
2. To what extent does supervision as school administrative practice enhance teachers' job performance in Anambra State public secondary schools?

METHOD

The study adopted a descriptive survey design. According to Osegbo, Ifeakor and Enemmuo (2009), descriptive survey are those studies which aim at collecting data and describing in a systematic manner characteristics, features or facts about a given population. The rationale for the researcher's choice of this design was because data gathered from a representative of the staffs would be used to find out the effective school administrative practices for teachers' job performance in public secondary schools in Anambra State. A generalization would be made based on the opinion of the selected representatives.

The study was carried out in Anambra State. Anambra State is one of the five states in South East Geo-Political Zone of Nigeria. The State is bounded in the North by Delta State, South by Abia State, West by Imo State and East by Enugu and Kogi States respectively. The people of Anambra State are mainly traders, public servants, entrepreneurs and artisans. There are a total of 261 State Government owned secondary schools which are grouped into six education zones, namely; Aguata, Awka, Nnewi, Onitsha, Ogidi and Otuocha. These education zones are under the control of Post Primary Schools Service Commission (PSSC, 2019).

The population of this study consists of 6185 teachers as respondents in the 262 public secondary schools in Anambra State. This comprised of male and female teachers in all public secondary school in Anambra.

A sample of 576 teachers as respondents was used for the study. The study adopted stratified random and simple random sampling techniques. Firstly, stratified random sampling was used to select eight schools each from each educational zone which is made up three or more local government area depending on the zone. Secondly, simple random sampling technique was used again to select 12 teachers each from the selected eight schools.

The instruments for data collection were structured questionnaire developed by the researcher and titled: 'School Administrative Practices Questionnaire (SAPQ)' The SAPQ has two clusters A-D with

each having 10-items statement totaling 20-item statement. It was rated on four point responses option of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE).

The questionnaire was face validated by three experts. Two from Educational Management and one in Measurement and Evaluation, all from the Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam. The topic, the scope, purpose of the study, research questions, and hypotheses were presented to the validators as a guide. These validators ascertained the clarity and relevance of items to the research work. The validators made some helpful suggestions and recommendations that were corrected to make the instrument fit for the study.

The instrument was administered to the respondents by the researcher and three briefed research assistants. These research assistants were briefed on how to be friendly with the respondents, to have smiling face when administering the questionnaires to the respondents and to have patience with the respondents. They also guided the respondents and follow them up to ensure high return rate. The questionnaires were administered and collected on the spot.

Mean and standard deviation was used to answer the research questions.

DATA ANALYSIS AND RESULTS

Research Question 1: To what extent does discipline as school administrative practice enhance teachers' job performance in Anambra State public secondary schools?

Table 1: Mean ratings of teachers on the extent discipline as school administrative practice enhance teachers' job performance

S/n	Item statement	N	Mean ($\bar{x}$)	SD	Decision
1	Principal is fair to all teachers on irregular school attendance	558	2.48	.98	**LE**
2	Principal is fair to all teachers on non-completion of diaries and registers	558	3.27	.73	**HE**
3	Principal is fair to all teachers on irregular classroom teaching attendances	558	2.36	.89	**LE**
4	Principal is fair to all teachers on excess workload	558	3.41	.73	**HE**
5	Principal is fair to all teachers on lateness to school	558	2.53	.95	**HE**
6	Principal is fair in enforcing working rules through the use of penalties, deprivations and sanctions on teachers	558	3.21	.77	**HE**
7	Principal is fair in closer and stricter supervision of teachers in secondary schools	558	3.62	.48	**VHE**
8	Principal is fair in giving letters of warning or reprimand to teachers	558	3.21	.69	**HE**
9	Principal is fair in withholding teachers promotion as a result of performance	558	3.37	.74	**HE**
10	Principal is fair to all teachers on non-participation in extracurricular activities	558	3.21	.69	**HE**
	Total Mean		**30.67**	**7.65**	
	Grand Mean		**3.07**	**.77**	**HE**

Analysis in table 4.1 shows the mean ratings of teachers on the extent discipline as school administrative practice enhance teachers' job performance in Anambra State public secondary schools. The findings showed that teachers agreed to items 1 and 3 with the mean rating of 2.48 and 2.36 respectively that discipline as school administrative practice enhanced teachers' job performance in Anambra State public secondary schools to a low extent. Teachers also agreed to items 2, 4, 5, 6, 8, 9 and 10 with the mean rating of 3.27, 3.41, 2.53, 3.21, 3.21, 3.37 and 3.21 respectively that discipline as

school administrative practice enhances teachers' job performance in Anambra State public secondary schools to a high extent.

On the other item, teachers agreed to item 7 with mean rating of 3.62 that discipline as school administrative practice enhances teachers' job performance in Anambra State public secondary schools to a very high extent

Again, from the grand mean of 3.07, the teachers agreed that discipline as school administrative practice enhanced teachers' job performance in Anambra State public secondary schools to a high extent since the grand mean score falls between the agreed values of 2.50 - 3.49 for the study. The study therefore concluded that discipline as school administrative practice enhance teachers' job performance in Anambra State public secondary schools to a high extent.

Research Question 2: To what extent does proper supervision as school administrative practice enhance teachers' job performance in Anambra State public secondary schools?

Table 2: Mean ratings of teachers response on the extent proper supervision is on school administrative practice that enhances teachers' job performance

S/N	Item statement	N	Mean ($\bar{x}$)	SD	Decision
11	supervision ensures adequate preparation of lesson notes by teachers on weekly basis	558	3.41	.68	**HE**
12	ensures adequacy of scheme of work and record of work on weekly basis	558	3.48	.52	**HE**
13	helps in evaluating teaching-learning process to ascertain students' learning quality	558	3.34	.76	**HE**
14	ensures adequacy of instructional materials and textbooks help to improve teaching-learning process	558	3.22	.85	**HE**
15	encourages parents to buy relevant textbooks for their children to improve learning in schools	558	3.45	.66	**HE**
16	helps principals to provide regular and constructive feedback to teachers after classroom monitoring	558	3.32	.78	**HE**
17	serves as a basis for providing feed-back on students' academic performance	558	3.34	.71	**HE**
18	helps teachers to find answers to curriculum and instructional problems	558	3.45	.69	**HE**
19	helps teachers to acquire new ideas and be innovative	558	3.24	.75	**HE**
20	helps to identify and correct areas of instructional weakness in teachers	558	3.46	.69	**HE**
	Total Mean		**33.71**	**7.09**	
	Grand Mean		**3.37**	**.71**	**HE**

Analysis in table 4.2 shows the mean ratings of teachers on the extent proper supervision as school administrative practice enhances teachers' job performance in Anambra State public secondary schools. The findings showed that teachers agreed to all the items that proper supervision as school

administrative practice enhanced teachers' job performance in Anambra State public secondary schools to a high extent.

On the other hands, the grand mean of 3.41 also indicated that teachers agreed to a high extent that proper supervision as school administrative practice enhanced teachers' job performance in Anambra State public secondary schools since the grand mean score falls between the agreed values of 2.50 - 3.49 for the study. The study therefore concluded that proper supervision as school administrative practices enhance teachers' job performance in Anambra State public secondary schools to a high extent.

Discussion of Results

Findings on discipline as school administrative practice on teachers' job performance showed that discipline enhanced teachers' job performance in Anambra State public secondary schools to a high extent. The study also inferred that discipline as school administrative practice significantly enhanced teachers' job performance in Anambra State public secondary schools. This is as a result of the teachers accepting the facts that principal is fair to all teachers on non-completion of diaries and registers; principal is fair to all teachers on excess workload; principal is fair to all teachers on lateness to school among others. The finding agrees with Odoyo, Odwar and Kabuka (2016); and Ahiri (2019) findings that discipline in school is a function of good administration and effective teaching and learning. Thus, they argued that discipline related positively with teachers' job performance in schools. They also argued that lack of discipline and respect among teachers cause a severe barrier to effective teaching and learning in the classroom.

Findings on proper supervision as school administrative practice on teachers' job performance inferred that proper supervision enhanced teachers' job performance in Anambra State public secondary schools to a high extent. The study also upheld that proper supervision as school administrative practice significantly enhanced teachers' job performance in Anambra State public secondary schools. This finding supports Nnebedum and Akinfolarin (2017) findings, as they revealed among others that there is a high positive correlation between classroom observation techniques and teachers' job performance in secondary schools. It also revealed that there was a significant relationship between principals' demonstration techniques and teachers' job performance in secondary schools. Yousaf, Bushra and Islam (2018) results revealed that supervision practices of principals related to staff development are indeed helpful in attaining better performance of teachers and their overall growth.

Conclusion

The quality of education output is determined by the quality and efforts of the principals and teachers who work closely with the students. It is expected that school principal provides adequate support for the teachers to excellently discharge their duties. However, the study concluded based on the findings that there is effective school administrative practices for enhancing teachers' job performance in secondary schools in Anambra State. Also, discipline, record keeping, supervision and communication skill as school administrative practices enhance teachers' job performance in public secondary schools in Anambra State.

Recommendations

From the findings, the following recommendations are made:
1. School principals should instill discipline among teachers for effective school administration to enhance teachers' job performance in public secondary schools in Anambra State. He should put corrective measures inorder to curtail the excesses of the teachers and the students.
2. School principal should supervise teachers' activities within the school to enhance teachers' job performance in public secondary schools in Anambra State.
3. Government should make teaching facilities available and adequate for teachers in order to enhance teachers' job performance in public secondary schools in Anambra State. They should provide the resources needed to run the public secondary schools.

REFERENCES

Ahiri, J., Dunifa, L., Ramly, A., Rizal, S. & Igo, A. (2019). The effect of work discipline on teachers' performance in Indonesia. *International Journal of Education, Learning and Development, 7*(7), 1-9.

Aku, C. (2011). Practical methods for classroom management. English Teaching Forum, 31(3), 74-81.

Federal Republic of Nigeria (2013). *National policy on education*, **6th edition : Government Printing Press.**

Longman Dictionary of Contemporary English (2011): The Pitman press.

Morgan, J. F. (2012). Principle of administration and supervision management: Prentice hall

Nakpodia, E. D. (2010). *Educational administration: A new approach*. (2ⁿᵈ Ed.): Jonokas Nig. Co.

Nwankwo, J.I (2017). 'School administration and human learning in school', in E.E. Ezewu (ed)(2000), Social psychological factors of Human learning in schools: Leadway Books limited.

Nnebedum, C. & Akinfolarin, A. V. (2017). Principals' supervisory techniques as correlates of teachers' job performance in secondary schools in Ebonyi State, Nigeria. *International Journal for Social Studies, 3*(10), 13-22.

Odoyo, N. S., Odwar, J. A. & Kabuka, K. E. (2016). Impact of discipline on academic performance of pupils in public primary schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice, 7*(6), 164-173.

Osegbo, I. E., Ifeakor, A. C. & Enemmuo, J. O. (2009). *Research methodology in education*: *Basic issues and techniques*: Folmedi.

Peretomode, V. F. (2011). *Introduction to educational administration, planning and supervision*; Joja Educational Research and Publishers Ltd.

Ukeje, B. O. (2010). Educational technology in Nigeria education. *Presented at the Annual Conference of the Nigerian Association of Education Technologists*, University of Nigeria, Nsukka, July 6–9.

Ukeje, B. O., Okorie G.C., Nwagbara, A (2011). Educational Adminstration:Fouth Dimension Publishers Limited.

Yousaf, U., Bushra, U. & Islam, T. (2018). Effects of supervision practices of principals on work performance and growth of primary school teachers. *Bulletin of Education and Research, 40*(1), 285-298.

FIDELITE ET LIBERTE EN TRADUCTION LITTERAIRE: LES ENJEUX VISIBLES

IFEANYI VIOLET MEGAFU
Department of French
Nwafor Orizu College of Education, Nsugbe
Email: vlt.ifeanyi@gmail.com

RESUME
L'activité traduisante est aussi ancienne que la langue et l'écriture. Avec l'accroissement de groupements humains et la diversité des langues, les besoins du monde se multiplient aussi bien que les besoins de communiquer. Dans les sociétés anciennes les besoins de la communauté n'étaient pas aussi divers et complexes qu'ils le sont aujourd'hui. Les gens vivaient dans des environnements naturels. Mais avec la modernisation, voire la mondialisation, les besoins d'interaction et d'interdépendance ont continué à rendre la vie beaucoup plus complexe. Les membres de la communauté ont de coopération, de solidarité et d'interdépendance afin de sauvegarder leur avenir.

INTRODUCTION

Il y a plus d'une cinquantaine d'années Mounin déclarait que:

> *Pour traduire une langue étrangère, il faut remplir deux conditions, dont chacune est nécessaire, et dont aucune en soi n'est suffisante : étudier la langue étrangère; étudier (systématiquement) l'éthnographie de la communauté dont cette langue traduite est l'expression. Nulle traduction n'est totalement adéquate si cette double condition n'est pas satisfaite.* (Mounin 236).

Nous avons décidé de commencer notre communication par cette assertion de Mounin dans le but de démontrer la lourde tâche de la traduction, surtout la traduction littéraire. En dépit de nombreuses études et travaux dans les domaines de la traduction, force est de constater que les questions de fidélité et de liberté dans leur totalité paraîssent souvent illusoires particulièrement en traduction littéraire. Toute œuvre littéraire, étant un produit culturel, résiste souvent à la traduction.

La traductologie, la science de la traduction, est une matière aux multiples facettes, autrement dit, elle est de nature interdisciplinaire. Ainsi, il est naturellement souhaitable de faire appel à d'autres sciences humaines pour travailler à une traductologie aux multiples facettes, et nous pensons en particulier à la littérature, à l'histoire, à la linguistique, à l'anthropologie, à la sociologie, à la psychanalyse, et à la philosophie. Il faut dire que depuis 1963, date de la publication des *Problèmes théoriques*, l'appel de Mounin a tardé à se faire entendre. Pour le but de renforcer notre perception sur la technique de fidélité et liberté en traduction littéraire, et comment ces notions sont impliquées dans l'acte de traduction, il serait intéressant de jeter un coup d'œil rapide sur la manière dont Salda,, un traducteur poétique tchèque, a essayé de réaliser en pratiques ses postulats concernant la technique de la traduction de la fidélité et liberté en traduction littéraire.

DIVERSES OPINIONS SUR LA TRADUCTION

Beaucoup d'écrivains, traducteurs, théoriciens de la traduction et linguistes ont proposé selon leurs propres points de vue, des définitions de la traduction ou ont donné des explications de ce que le sujet de la traduction veut dire. Chaque définition provient de l'optique d'où l'on voit la traduction, l'acte de traduire. Pour Vinay et Darbelnet, la traduction est:

> *Le passage d'une langue A à une langue B pour exprimer une même réalité. Passage que l'on dénomme habituellement traduction relève d'une discipline particulière, de nature comparative dont le but est d'en faciliter la réalisation par la mise en relief de lois valables pour les deux langues considérées*(20).

Ce que ces auteurs nous proposent est que la traduction est «la réexpression» des réalités dans

un texte d'une langue donnée en une autre langue. La définition souligne aussi le fait que la traduction est une discipline linguistique de nature comparative. Cela exige du traducteur «la compétence» et «la performance» linguistique des deux langues pour aboutir à une communication verbale que représentent l'esprit et les lettres du texte de départ.

Cette idée comparative de la traduction est soutenue par Newmark quand il dit que la théorie de la traduction dérive de la linguistique comparée. Pour lui, la traduction est « *un art qui consiste en la tentative de remplacer un message écrit ou discours en une langue par le même message ou discours en une autre langue*» (Newmark21). Nous trouvons chez Newmark cette idée de la comparative que l'on trouve aussi chez Vinay et Darbelnet pour le simple fait que, selon Newmark, chaque langue a ses proprescaractères de base et des variétés sociales.

Pour Nord et son approche fonctionnaliste, la traduction veut dire «focusing on the function or functions of texts and translation»:

> *Translating thus involves aiming at a particular communicative purpose that may or may not be identical with the other one that other partners have in mind (*Nord1*).*

Pour Nord alors, la traduction implique l'emploie de méthode descriptive et **l'analyse** des textes parallèles pour identifier et comparer des normes et des conventions communicationnelles valables dans des communautés variantes.

Pour Vermeer *(cité par* Nord*)*: «*To translate means to produce a text in a target setting for a target purpose and target addressees in target circumstances* » (2), et Holz - Manttari *(cité par* Nord*)* ajoute que :

L'action translationnelle est le processus pour la production d'un émetteur de message d'une sorte conceptualisé pour être employé dans des systèmes d'actions super ordonnées pour coordonner des opérations actionnelles et communicationnelles.(2)

Nous considérons très valables et très récentes les points de vues d'Akakuru, en ce qui concerne la traduction, pour le but de cette communication. C'est dans sa phrase soucieuse,

...la traduction est à la recherche d'une pédagogie - entendons une méthodologie adaptée à la formation du traducteur - praticien : celui qui est capable, non de parler de la traduction, mais de traduire (80-95),

que nous avons son avis à propos de ce qu'est la traduction illustrative, contemporain et valable. Il dit :

> *La traduction, contrairement à la linguistique, s'intéresse à la « langue en situation » qu'est le texte, non à la langue système. Le texte est la langue en opération, c'est-à-dire la langue subordonnée au contexte linguistique et situationnel* (80-95).

Dans son souci d'évoquer «une pédagogie raisonnée et pragmatique de la traduction » dans les écoles supérieures nigérianes, Akakuru voit la tâche du traducteur comme celui de travailler la langue en situation et non la langue système, car une expression peut se définir dans **son vouloir-dire contextuel** (sens/connotation) ou indépendent de son contexte d'usage (signification/dénotation). Donc voir la traduction comme un fait linguistique, sociolinguistique, comparative etc, ne donnera pas un but et une visée propices à l'acte de traduire, destiné à formuler une pédagogie pour la formation des traducteurs - praticiens. Pour maintenir sa partie prise, Akakuru insiste toujours que:

> *Translation is often erroneously reduced to the «product,» that is, to a series of stock definitions ... instead of circumscribing it as «production,» that is, as dynamic activity which calls into play diverse bit/ convergent competences* (95)

Cet avis d'Akakuru rime avec les préoccupations d'Ajunwa quand il soutient que :

> *Many people from all occupations engage in it (translation) in their attempt to knock down the walls of mutual unintelligibility separating different individuals, groups and speech communities by transferring messages from one language into another. In so doing, however, they*

> *unconsciously overlook the theoretical and practical procedures*
> *inherent in the nature of translation as a means of communication…* (2)

Pour Akakuru, la traduction est ainsi, car elle implique des habiletés, des talents et des intuitions qu'il dénomme «les facteurs signifiants» dans le programme de formation des traducteurs.

Le traducteur est censé expliquer au récepteur étranger les particularités des termes qui lui sont compréhensibles et qu'il peut comparer avec les réalités déjà existantes dans sa propre culture. Ces explications utilisées par le traducteur ont avant tout, une valeur informative, elles permettent aux récepteurs d'apprendre à quoi signalent ces éléments culturels dans le pays dont les textes sont traduits. Après une lecture scrupuleuse du texte original et de sa traduction, nous allons analyser les pièges culturels dans les deux textes et la façon dont le traducteura pu s'en sortir en analysant leurs approches aux divers problèmes de fidélité et de culture existant dans le texte. Enfin nous allons en déduire les difficultés présentes dans leurs traductions.

LES ENJEUX DE LA TRADUCTION LITTÉRAIRE

Les textes littéraires surtout ont des caractéristiques particulières à eux. La structure d'une prose est différente de la structure d'un poème qui est aussi à son tour différent de la structure d'une pièce théâtrale. Suivant tout ce que nous venons de relever, nous remarquons que dans toute prose littéraire, il existe un certain nombre de personnages qui entrent nécessairement en relation les uns avec les autres pour donner lieu à l'action ou à l'intrigue. C'est ici que l'élément de dialogue est souvent caractérisé par la mise à nu de différents niveaux de langue. Sans doute, plus il y a de locuteurs ou de personnages de cultures hétérogènes, plus se pose *le problème de niveau de langue* au traducteur.

Un traducteur se heurte aussi aux problèmes *de lieu* au cours de son travail. Comme l'œuvre littéraire est le miroir de la réalité, on dirait que les lieux de la traduction d'une prose sont énormes et aucun traducteur ne peut acquérir toutes les compétences énumérées même s'il provient du même milieu et à une culture semblable à celle de l'auteur. Le style d'un écrivain lui appartient et cela peut échapper à un traducteur quelconque.

Il existe d'autres problèmes généraux de la traduction d'une prose, à savoir les *problèmes d'équivalence*, les problèmes d'emprunts, les problèmes de l'usage des idiomes et des proverbes, ainsi de suite.

IMPLICATION DE LA FIDÉLITÉ ET DE LA LIBERTÉ EN TRADUCTION LITTÉRAIRE

Benjamin et Larbaud, cité dans « Fidélité en traduction ou l'eternel souci des traducteurs», préconisent un amalgame de fidélité et liberté en traduction. Pour l'allemand Walter Benjamin, la traduction n'est pas une copie de l'original. II dit ainsi :

> *La vraie traduction est transparente, elle ne cache pas 1'original. Elle*
> *propose une réconciliation entre fidélité (littéralité) et liberté.*

Valery Larbaud de sa part aussi parle de «balance du traducteur» car le traducteur est « un peseur de mots». Il s'est, cependant, interrogé sur cette fidélité qui n'est ni servilité ni liberté (5).

Antonio Prête (Siena), dans son éditorial trouvé dans http://www.atopia.tk/babel/pretefr.htm, en évoquant la réconciliation entre fidélité et liberté perçoit l'image de l'hospitalité comme une vraie situation qui pourrait éclaircir le sens de l'autre qui est en jeu dans la traduction. Il profère son argument en affirmant que cette figure méditerranéenne et nomade de l'hospitalité évoque un espace temps dans lequel celui qui reçoit et celui qui est reçu se rencontrent et participent à un même banquet, un même dialogue, une reconnaissance mutuelle et équilibre difficile évidemment. C'est peut-être tout ce que notre culture, ou peut-être la rencontre des cultures occidentale et orientale, nous transmet aujourd'hui d'autre que la forme conflictuelle et violente si généralement observée. L'hospitalité est l'expérience d'une culture qui reconnaît l'autre sans lui retirer son altérite ou sa diversité, son identité faite de culture, de savoir et de coutumes, et qui, en même temps, n'oblige pas celui qui reçoit à renoncer à sa singularité et à son identité. II est symptomatique que dans notre langue le même mot - hôte (ospite) - désigne tout à la fois celui qui reçoit et celui qui est reçu.

Or, il y a dans la traduction comme un double seuil d'hospitalité: L'hospitalité de langue qui appartient par voie institutionnelle ou par héritage maternel au traducteur (tradition, mémoire

poétique, codes et canons qui définissent une langue, pour ce qui touche à la littérature etc) et l'hospitalité propre du traducteur lui-même, des modes, des styles et des formes particulière qui sont le propre de celui qui traduit. Par ailleurs, l'hospitalité est une pratique qui comporte des gestes et de formes de responsabilité de la part de celui qui reçoit ; pour que l'hôte trouve naturel et non artificielle cet accueil, et ne perçoive aucune restriction à l'expression de sa propre entité, aucune gêne au dialogue. Cette responsabilité dans le cas du traducteur, est double: Par rapport à la langue du texte et par rapport à sa propre langue. Bien plus, la vieille question de l'antinomie ou de l'oscillation entre fidélité et liberté doit, de ce point de vue, être envisagé d'abord et avant tout par rapport à la langue propre, avec ses statuts et ses codes, avec sa tradition, plutôt que par rapport à la langue de l'auteur traduit. C'est par rapport à sa propre langue que le traducteur montre le degré de relation établie avec l'original. Seule sa langue propre peut en quelque sorte accomplir et render visible tout ce qu'il apprend du texte original.

En somme, le traducteur se meut surtout dans univers de sa propre langue c'est là qu'il doit trouver toutes les ressources et les inventions et les modes qui permettent de construire un système d'équivalence avec le texte original, C'est pourquoi le véritable horizon sur lequel se déploie la pratique de la traduction est de celui de l'imitation au sens exact de *mimesis à* travers la langue propre de celui qui l'exerce et sans cesse remise enjeu jusque l'extrême. La traduction comme imitation est sans cesse remise enjeu, d'un univers linguistique parallèle: à la fois réverbération du premier mais aussi son contrepoint dialogique, réplique et en même temps réinvention, correspondance, mais dans l'autonomie, liaison profonde, mais dans l'infidélité.

Pourtant, pour but de renforcer notre perception sur la technique de fidélité et liberté en traduction, et comment ces notions ci-dessus mentionnées sont impliquées dans l'acte de traduction, il serait intéressant de jeter un coup d'œil rapide sur la manière dont Salda, cité dans l'éditorial de Jaroslaw frycêer, un traducteur poétique tchèque, a essayé de réaliser en pratiques ses postulats concernant la technique de la traduction de la fidélité et liberté en traduction. Dans la plupart de ses traductions, il s'agit d'André Chénier, un poète français. Toutefois nous considérons comme la plus importante celle de L' « Épitaphe » de Villon. On peut y découvrir le trait essentiel de la méthode Salda, un amalgame assez curieux de la traduction. En ce qui concerne la forme extérieure du poème, le rythme, la rime etc. Salda manie le texte original très librement. Le décasyllabe de *Villon* est traduit par des vers» dont la longueur varie de 9 à 14 syllabes; dans l'original, le poème est rimé sur 4 rimes dans la traduction sur 11, etc. D'autre part tout ce qui se rapporte au sens du poème, à son atmosphère et à son caractère, est observé soigneusement. A la fin Salda ajoute la remarque suivante: «Dans ma traduction, j'emploie intentionnellement certaines formes et expressions archaïques pour rendre même sous cet aspect la couleur de ce beau poème» II faut dire que les expressions dont parle Salda ne sont pas toutes archaïques. Nous en avons compté une dizaine, dont quelques unes sont tirées de la langue du début du 19e siècle, le reste étant des mots de différents dialectes «moraves» (par exemple «Pomalý» au lieu de «pomalu». De toute façon, l'effet pour l'emploi de ces expressions est très impressionnant. Salda développe parfois, pour ainsi dire, l'intention de *Villon.* II accentue, par exemple le caractère apostrophique du poème en ajoutant quelques tournures qui s'adressent directement à ceux à qui le poème était destiné. Le vers «Ne soyez donc de notre confrérie » est traduit par « K nam neplichti se, brachu, radis » où le traducteur ajoute le mot « brachu » qui signifie, «frère» ou même «mon vieux.»

Tout ce que nous venons de dire à propos de la traduction de Villon, vaut aussi pour toutes les autres. Partout nous trouvons le même effort de rendre avant tout la richesse desimages, l'atmosphère et la couleur de l'original, bref les traits spécifiques de l'imagination dupoète, de sa manière de voir les choses, même au détriment de la forme extérieure. Citons encore un exemple frappant. Dans la cinquième pièce de «Camille » des Amours de Chénier (Et c'est Glycère, ami chez qui la table est prête), il y a le vers: «Au sein plus que l'albâtre et solide et brillant. » Ce vers contient trois impressions sensorielles: la couleur, la solidité et la clarté. Pour rendre toutes à la fois Salda modifie l'alexandrin de l'original en vers de 14 syllabes: «a fiadro pevné, skvouci se a bilé jako snih». En supprimant par

exemple l'adjectif «Pevné» solide), le traducteur aurait pu conserver le vers de 12 syllabes et même son caractère iambique. Mais évidemment rendre toutes les idées et toutes les images de l'original comptait pour lui plus que d'observer le mètre. (15 et 16)

Une étude comparative ou analytique des mots et des phrases ne donne pas une bonne traduction. On ne traduit pas des mots ou des phrases pour trouver leurs équivalences, mais on traduit un texte intégral. La traduction se déroule en trois phases: la compréhension, la deverbalisation et la reformulation ou la réexpression pour la traduction.

Le traducteur littéraire cherche toujours à évoquer la beauté et les sentiments que **l'auteur** perçoit et éprouve dans ses réalités. C'est pourquoi il cherche à recréer l'œuvre avec des nouvelles expressions. De l'isle constate que:

The order of words, the rythm of sentences, and the patterns of sounds may all have evocative power that is relevant to the message and must be conveyed by the translator (14).

II faut au traducteur une connaissance des deux langues aussi bien qu'un bagage linguistique pour restituer le sens du texte. Par exemple la traduction d'un texte littéraire est plus facile quand le traducteur connait les deux cultures afin de faire comprendre et de faire éprouver les émotions qui ont été produites par le texte. C'est ce que Lederer par cette déclaration nous apprend en disant: *Lorsque les interprètes affirmaient ne pas traduire les mots, ils voulaient dire que le sens des discours qu'ils comprenaient et restituaient dépassait de loin les significations lexiques ou grammaticales des phrases* (14)

CONCLUSION

Nous avons, tout au long de ce travail de recherche, fait un tour d'horizon sur les notions de fidélité, de liberté en traduction et leurs en jeux visibles. Pour ce faire, nous avons réparti le travail en cinq parties: outre les parties de l'introduction et de la conclusion, il y a les diverses opinions sur la traduction, les enjeux de la traduction littéraire et les implications de la fidélité et de la liberté en traduction littéraire

Une des questions auxquelles ce travail a cherché à répondre est ceci : La traduction doit-elle essentiellement être fidèle ou seulement libre? Cette question a bien suscité un débat acharné parmi critiques, théoriciens, traducteurs professionnels et amateurs. Selon certains théoriciens de la traduction et traducteurs, c'est la différence des deux langues et les deux cultures en question qui crée l'impossibilité d'une traduction tout à fait fidèle, et le traducteur ne peut faire qu'un compromis entre les éléments paradoxaux. Ainsi l'attitude raisonnable pour critiquer une traduction doit être plus objective en appliquant des principes de souplesse surtout sur différentes traductions d'une même œuvre, non seulement par critère de la fidélité, mais aussi par le respect de l'activité subjective du traducteur.

La traduction fidèle ne signifie pas nécessairement celle qui imite littéralement le texte d'origine. Entant que produit artistique et non absolument indépendant, elle doit posséder des éléments récréatifs mais cette recréation à son degré inhérent est limitée. II faut dire que la traduction littéraire est une recréation restreinte du traducteur. Donc, voilà comment impliquer les notions de fidélité et liberté en traduction, surtout en traduction littéraire.

OEUVRES CITEES

Ajunwa, E. (1991). *Translation Theory and Practice.* Onitsha : University Publishing Company.

Akakuru, I.A. (2000). «Pour une pédagogie Raisonnée et pragmatique de la Traduction» dans *Revue Nigérian d'Études Françaises* (*RENEF*) 58-73

Akakuru, I.A. (2003) «Extracting Significant Factors in Translator Training» dans *The Impact of Globalisation and Information Technology on French Studies*; proceedings of the 6th Annual conference, Nigerian University French Teachers. Association (NUFTA), Port Harcourt.

Albir, H.A. (2010). *La Notion de Fidélité en Traduction,* Paris : Didier Éruditions.

Antonio Prête (Siena), dans son éditorial trouvé dans http://www.atopia.tk/babel/pretefr.htm

Benjamin et Larbaud, cité dans « Fidélité en traduction ou l'eternel souci des traducteurs»*http://accurapid.com/journal/18fidelite.htm. (1-2)*

Delisie, J. (1987). *Translation: An Interpretative Approach.* Ottawa: University of Ottawa Press.

Delisle, J. (1980). «L'analyse du Discours comme Méthodes de Traduction>>; *Cahier de Traductologie*, No.2, 678-693

Holz - Mantari dans Nord, C. (2017). *Translating as a purposeful activity, functionalist Approach Explained .* Manchester: ST Jerome publishing.

Lederer, M. (1970). «Le raisonnement logigue preneur outil de traduction et des Traductologies». *Lettres Modernes.* 342-357

Mounin, G. (1963). *Les problèmes théoriques de la traduction.* Paris : Gallimard.

Nassima El Medjira. Fidélité en traduction ou l'eternel Souci des traducteurs », *http://accurapid.com/journal/18fidelite.htm. (1-2)*

Newmark, Peter. (1981). *Approaches to translation.* London: pergamon.

Nord, Christina. (2017). *Translating as a purposeful activity, functionalist approach explained.* Manchester: ST Jerome publishing.

Vermeer, Hans J. dans Nord, C. (2017). *Translating as a purposeful activity, functionalist Approach Explained.* Manchester: ST Jerome publishing.

Vinay, J.P et Darbelent, J. (1975). *Stylistique Comparée du Français et de Anglais*. Montréal : Beuchemin.

STRATEGIES ET PRINCIPES DE TRADUCTION : BASE D'UNE TRADUCTION REUSSIE

IFEANYI VIOLET MEGAFU
Department of French
Nwafor Orizu College of Education Nsugbe
Email: vlt.ifeanyi@gmail.com

RESUME
L'étude des stratégies de traduction connaît un essor considérable depuis un certain temps. Elles ont été abordées selon deux axes. L'un porte sur la traduction en tant que processus, à savoir les stratégies cognitives ou actionnelles (exemple : recherche d'un terme dans un dictionnaire (Krings, 1996, et Lorscher, 2001)). L'autre concerne la traduction en tant que produit écrit, à savoir les stratégies textuelles grâce auxquelles le traducteur manipule le matériau linguistique. Dans la pratique cependant, les deux axes se chevauchent souvent.

INTRODUCTION

Comme l'entend Ukoyen (1994:39), la traduction est tantôt une pratique, tantôt une réflexion. Alors, dans cette étude, il s'agit d'étudier le résultat de la traduction, c'est-à-dire son produit ainsi que son opération ou son cheminement, et son processus. Notre intérêt en nous engageant dans l'aspect de la théorie traductrice rime avec les préoccupations d'Ajunwa (2014 :2) quand il soutient que :

> *Beaucoup de gens de professions differentes s'y engagent (la traduction) dans leur tentative de briser les murs de l'inintelligibilité separant les differents individus, groupes et communautés en transferant les messages d'une langue à une autre. Ce faisant, toutefois, ils oublient inconsciemment les procédés théoriques et pratiques inherents dans la nature de la traduction en tant que moyen de communication…* (notre traduction)

S'appuyant sur le point de vue de Ajunwa, Akakuru (2002), dans « Pour une pédagogie Raisonnée et pragmatique de la Traduction » observe que :

> *Translation is often erroneously reduced to the «product,» that is, to a series of stock definitions … instead of circumscribing it as «production,» that is, as dynamic activity which calls into play diverse bit/ convergent competences*

Akakuru (2003 :95), dans «Extracting Significant Factors in Translator Training», donne une note de vérité à notre assertion quand il dit que:

> *La traduction, contrairement à la linguistique, s'intéresse à la « langue en situation » qu'est le texte, non à la langue système. Le texte est la langue en opération, c'est à dire la langue subordonné au contexte linguistique et situationnel.*

LES STRATEGIES DE TRADUCTION

Les définitions proposées pour les stratégies de traduction cognitives ou actionnelles ont été fortement influencées par les recherches sur l'acquisition d'une seconde langue. Selon Faerch et Kasper (1993 :36), les stratégies de communication sont des plans potentiellement conscients pour résoudre ce qu'un individu considère comme un problème lorsqu'il tente d'atteindre un but de communication donné. Krings (1996 :175), quant à lui, définit les stratégies de traduction comme des plans potentiellement conscients, activés par le traducteur pour résoudre des problèmes de traduction

concrets, dans le cadre d'une tâche de traduction concrète. Par exemple, devant un problème de compréhension, le traducteur peut recourir à deux stratégies : soit inférer le sens, soit consulter une source d'information.

Cette manière de voir le concept de stratégie soulève cependant certaines questions, comme le montre Jaaskelainen (2003) dans un article consacré à la discussion concernant le statut théorique de la notion de stratégie de traduction cognitive ou actionnelle. La plupart des auteurs semblent d'accord sur le fait que la démarche visant à atteindre un but est un critère essentiel d'une stratégie. On peut ainsi avancer l'hypothèse qu'il existe des comportements stratégiques, même en l'absence d'un problème de traduction; par exemple : la décision de suivre de près la structure du texte de départ, fondée sur l'interprétation des exigences du mandat de traduction.

Jaaskelainen (2003 :116) élargit le concept de *stratégie de traduction* en définissant la stratégie comme un ensemble de règles ou de principes (librement formulés) qu'utilise le traducteur afin d'atteindre de la façon la plus efficace possible les buts tels qu'ils sont déterminés par la situation de traduction. L'auteur propose aussi de distinguer les stratégies *globales* et les stratégies *locales*. Les stratégies *globales* feraient référence aux principes généraux et aux manières d'agir préférées du traducteur (exemple : la décision initiale sur le style à adopter dans le texte d'arrivée en fonction des besoins des receveurs), alors que les stratégies *locales* refléteraient les processus de résolution de problèmes et de prise de décision dans des situations spécifiques (exemple : la décision de supprimer tel élément du texte de départ).

Venons-en aux stratégies textuelles : celles qui, selon Chesterman (2007 :92), reflètent une manipulation du matériau linguistique du texte de départ dans le but de produire un texte d'arrivée. On s'y intéresse depuis longtemps, bien que pas tous les auteurs n'y aient référé sous le terme *stratégie*. C'est déjà dans les années cinquante que Vinay et Darbelnet (1958/1977) publient leur *Stylistique comparée du français et de l'anglais*, ouvrage dans lequel ils présentent les *procédés techniques* auxquels a recours le traducteur lors de la réexpression, dans la langue d'arrivée, et des idées exprimées dans le texte de départ.

Il est vrai que le terme *procédé technique* fait penser à une stratégie actionnelle plutôt qu'à une stratégie textuelle. Or, ces procédés techniques sont étudiés sous forme de comparaisons entre les structures du texte de départ et du texte d'arrivée. Vinay et Darbelnet (1958/1977 :46-55) distinguent sept procédés techniques, divisés en deux groupes : la traduction directe ou littérale d'un côté, la traduction oblique de l'autre. L'emprunt, le calque et la traduction littérale relèvent de la traduction directe, alors que la transposition, la modulation, l'équivalence et l'adaptation sont considérées comme des manifestations de la traduction oblique. Autrement dit, Vinay et Darbelnet utilisent le terme *traduction littérale* pour référer à la fois à une des deux directions générales que le traducteur peut emprunter (traduction directe ou littérale par opposition à la traduction oblique) ainsi qu'à un procédé technique spécifique. C'est un tant soit peu gênant et nous en reparlerons.

À côté des *procédés techniques,* il existe ce que Vinay et Darbelnet appellent indifféremment *procédé* ou *technique* tout court (exemple: l'explicitation ou l'implicitation). Ces procédés semblent coïncider, du moins dans certains cas, avec l'un des sept procédés techniques. Par ailleurs, les auteurs adoptent une approche prescriptive. Le recours à la traduction oblique ne serait autorisé que dans certaines conditions (268). Ce prescriptivisme doit cependant être replacé dans son contexte historique ; il n'enlève rien à l'importante contribution des auteurs à la traductologie. Signalons encore que la taxinomie des procédés techniques a été reprise, entre autres, par Malblanc (1968) et appliquée au couple de langues français-allemand.

D'autres catégorisations ont été proposées par Nida (1964) et Catford (1965). Nida (1964 :184-192) distingue quatre types de changements intervenant lors du transfert du texte de départ en langue d'arrivée: les changements au niveau de l'ordre, les omissions, les changements structurels et les ajouts.

L'auteur élabore un système de valeurs numériques pour mesurer l'importance qu'il faut accorder à chacun de ces types de changements. Par exemple, il considère qu'un ajout a plus d'importance qu'une omission, puisque l'impact de ce qui est perdu ne serait pas aussi grand que l'effet

de ce qui est ajouté. En outre, il distingue différents degrés de changements au sein de chaque type : il y aurait ainsi des omissions plus attendues d'une part, et des omissions moins attendues d'autre part, ces dernières se voyant attribuer une valeur numérique plus élevée. La question se pose, cependant, de savoir si les jugements attribués par différents chercheurs se rejoindraient systématiquement.

Catford, quant à lui, construit sa théorie de la traduction autour du concept de *translation shifts*, par lequel il entend des écarts dans la correspondance formelle entre texte de départ et texte d'arrivée. Comme le note Snell-Hornby (2005 :19-20), l'approche de Catford se soustrait quelque peu à la complexité de la traduction dans sa réalité, puisqu'il étaye sa théorie en étudiant des mots ou des phrases isolés. Il existe des travaux plus récents. Citons d'abord l'ouvrage de Delisle (1993), consacré à la traduction professionnelle de l'anglais vers le français. L'auteur y aborde certaines questions, développées par Vinay et Darbelnet (1958/1977). Il se démarque cependant à plusieurs égards. Les *procédés de transfert* comprennent des manipulations textuelles qui relèvent de différentes catégories chez Vinay et Darbelnet. L'explicitation, par exemple, fait partie des procédés de transfert à côté de la modulation ou de la transposition. Aussi Delisle utilise-t-il le terme *stratégie* de traduction pour référer au *résultat* de l'opération de traduction. L'auteur en distingue deux types : la traduction littérale et la traduction libre. Cette division rejoint la distinction faite par Vinay et Darbelnet entre traduction directe et traduction oblique, tout en évitant la confusion de la hiérarchie des notions (*procédé de transfert* par opposition à *stratégie de traduction*).

La taxinomie des stratégies de traduction textuelles, proposée par Chesterman (2007), s'inspire, entre autres, des travaux de Vinay et Darbelnet (1958/1977), Nida (1964) et Catford (1965). Chesterman (2007 : 89) voit les stratégies comme des formes explicites de manipulations textuelles, observables en comparant le résultat de l'opération de traduction, à savoir le texte d'arrivée, avec le texte de départ. Il se concentre, en outre, sur les manipulations qui ne relèvent pas d'une simple obligation, mais qui sont le résultat d'un choix fait par le traducteur entre différentes possibilités. Il est pertinent de signaler que cette même différence de possibilités a été établie par Vinay et Darbelnet (1977 : 12 - 14], entre '*servitude'* et '*option',* et par Eriksson (2007 :20), entre transformation '*obligatoire'* et transformation '*facultative'*. Chesterman distingue trois groupes de stratégies : les stratégies '*syntaxico-grammaticales',* qui reposent principalement sur des manipulations au niveau de la forme ; exemple : la traduction littérale ou la transposition; les stratégies '*sémantiques'* qui relèvent de manipulations au niveau du sens ; exemple : la paraphrase, la concentration ou la dilution ; les stratégies '*pragmatiques',* qui ont à voir avec la sélection de l'information à inclure dans le texte d'arrivée et qui sont déterminées par ce que le traducteur pense être les besoins et les attentes des receveurs ; exemple : l'explicitation ou l'implicitation, l'ajout ou l'omission. Chesterman (2007) souligne que ces groupes de stratégies peuvent se chevaucher et qu'une manipulation textuelle peut relever de plusieurs stratégies. Cela semble particulièrement vrai pour les stratégies pragmatiques.

À notre avis, cette taxinomie présente divers avantages par rapport aux tentatives précédentes de rendre compte des stratégies textuelles. Ce qui, auparavant, relevait de différentes catégories - procédé technique, procédé ou technique tout court, procédé de transfert ou stratégie de traduction - se retrouve ici regroupé sous une seule et même appellation. Ainsi, l'explicitation, la dilution et la concentration sont toutes considérées comme des stratégies, mais classées dans différents groupes de stratégies et appartenant, dès lors, à différentes hiérarchies. Un bémol toutefois : la traduction littérale figure parmi les stratégies de traduction. Or, nous venons de signaler qu'on pourrait avoir intérêt à réserver ce terme pour référer au résultat global de l'opération de traduction. Quoi qu'il en soit, grâce à la taxinomie de Chesterman (2007), il semble plus facile d'analyser l'apparition de stratégies dans des segments de texte plus longs, comme les paragraphes, voire le texte entier (exemple : la stratégie de '*transediting'*, à savoir le remaniement radical que doit effectuer le traducteur sur un texte de départ mal rédigé).

En reconnaissant que la traduction est un processus dans lequel se manifeste un grand nombre de phénomènes enchevêtrés, Chesterman (2007 :93) rend également mieux compte de la traduction dans la vie réelle. Selon l'auteur, la taxinomie, qui s'appuie sur des stratégies observées chez les

traducteurs professionnels, a un intérêt pratique pour l'enseignement de la traduction. Mais l'auteur signale également un intérêt pour la recherche : il voit l'analyse des stratégies textuelles utilisées par un traducteur comme la première étape nécessaire vers une mise en évidence des raisons sous-jacentes à la décision de tel traducteur de choisir telle stratégie dans telle condition. Notons enfin que l'auteur qui affirme que les stratégies figurant dans sa taxinomie ne sont pas spécifiques à un couple de langues concède qu'il y en a qui peuvent être adaptées, en règles simples, à la résolution de problèmes de traduction spécifiques dans une combinaison linguistique donnée. Voilà, selon nous, un intérêt supplémentaire que de faire traduire les textes du français vers l'anglais afin de voir dans quelle mesure de telles règles simples se dégagent en fonction de la langue d'arrivée.

En somme, il semble intéressant d'étudier les stratégies de traduction en prenant appui sur la taxinomie élaborée par Chesterman (2007). En effet, traduire, et en particulier traduire des '*textes'*, c'est effectuer des manipulations textuelles de différents types. Chima (2009 : xi) semble donner une note de vérité à cette assertion quand il dit :

> *Translating texts […] poses problems closely related to the onerous task a translator faces as he sets out to make a valid interpretation of his source-language text. Discerning between bare thoughts and the nuances of thought […] and making sane judgment about what he intended to say […] is about the most important part of the translation process.*

L'emploi d'une stratégie textuelle varie certainement, du moins jusqu'à un certain degré, en fonction du couple de langues étudié. Mais on peut, de plus, s'attendre à des différences en fonction de l'expérience de la traduction.

LES PRINCIPES DE TRADUCTION

Le terme '*principe de traduction*' se traduit en anglais par '*translation principles'*. Dans une traduction se servant de la réflexion verbalisée, le principe de traduction se révèle à travers les verbalisations. On peut identifier, suivant les études de Jaskelainen (2009), trois types de verbalisations qu'elle considère comme révélatrices des principes de traduction :Les *commentaires procéduraux*, qui indiquent la façon dont le répondant procède dans une tâche de traduction (exemple : d'abord lire le texte en entier pour se faire une idée) ; Les déclarations qui révèlent les *stratégies globales* guidant le processus de traduction du répondant (exemple : être cohérent dans l'usage de la terminologie); Les commentaires qui reflètent l'*image que les traducteurs professionnels ont d'eux-mêmes,* leur *identité professionnelle* (exemple : craindre qu'un médecin ayant de bonnes connaissances linguistiques n'arrive mieux à traduire un texte médical qu'un traducteur).

Ces exemples de comportement traductif sont une bonne illustration de la définition que donne *le Nouveau Petit Robert* (1996) de la notion de *principe*: «*règle d'action s'appuyant sur un jugement de valeur et constituant un modèle, une règle ou un but* ». Ceci montre que la notion de *principe* se prête particulièrement bien à l'étude des facteurs sous-jacents au choix d'une stratégie. De manière explicite et sur la base de l'étude concrète conduite par Jaaskelainen (2009 :178) nous observons ce qui suit : une différence nette qui s'émerge entre quatre traducteurs professionnels et quatre traducteurs non professionnels dans l'emploi des principes de traduction. Les verbalisations des quatre traducteurs non professionnels (à savoir des traducteurs amateurs) refléteraient souvent un manque de principes de traduction ou d'inexpérience, c'est-à-dire une incertitude quant à savoir ce qui est attendu d'eux ou ce qui est permis en traduction. Or, c'est le contraire chez les traducteurs professionnels. Cela ne veut pas dire que ces traducteurs procèdent sans ressentir le moindre doute. Au contraire, selon Jaaskelainen (2009 : 234), leurs protocoles indiquent qu'ils se soucient de leur image professionnelle, voire de l'image de la profession en général.

Ajoutons que Jaaskelainen (2009 :180) évoque également certaines questions méthodologiques. Elle indique que les principes de traduction ne sont pas toujours verbalisés explicitement, mais qu'ils doivent être déduits, par exemple à partir des verbalisations comportant un commentaire évaluatif. Aussi souligne-t-elle que certaines verbalisations pouvant être interprétées

comme des principes de traduction (tels que les commentaires procéduraux) peuvent être le résultat de la condition expérimentale. Elle signale, cependant, à juste titre que, même si ces verbalisations sont un tant soit peu artificielles, elles fournissent des informations intéressantes qui peuvent aider le chercheur dans l'analyse d'autres aspects du comportement des répondants. Par ailleurs, le chercheur dispose en général de différentes sources de données, ce qui limite les erreurs possibles dans l'attribution du sens aux verbalisations.

Le travail de Jaaskelainen (2009) a l'avantage de proposer une opérationnalisation d'un concept qui rend possible l'étude des facteurs incitant un traducteur à opter pour une certaine stratégie. D'autres travaux méritent cependant d'être mentionnés. Ces derniers s'attachent à mettre en évidence des phénomènes apparentés aux principes de traduction et nous permettront ainsi d'insérer nos données dans un contexte plus large.

Les principes de traduction ressortent également d'un rapport de recherche cosigné par Tirkkonen-Condit et Laukkanen (2006). Dans cet article, les auteurs analysent les commentaires évaluatifs de 4 répondants, d'une traductrice professionnelle et de 3 enseignants de traduction, pour mettre en évidence ce qu'elles considèrent comme deux facteurs majeurs sous-jacents aux processus décisionnels en traduction, à savoir *'l'image que les traducteurs ont d'eux-mêmes'* et leurs *'théories personnelles de la traduction'*.

Pour étudier le premier critère, les auteurs analysent les commentaires que les répondants font sur eux-mêmes (autoévaluations) et sur l'exécution de la tâche elle-même. Elles arrivent à la conclusion que, même s'il existe une corrélation positive entre la confiance en soi en tant que traducteur et la qualité de la traduction, un éventuel manque de confiance peut être compensé par une attitude qui révèle de l'intérêt et de l'engagement. Parmi les facteurs pouvant saper la confiance du traducteur, les auteurs évoquent le passage d'une tâche routinière à une tâche non-routinière, telle que la traduction d'un genre de texte que le traducteur n'a pas l'habitude de traduire. Il arriverait cependant qu'un traducteur moins expérimenté dans la traduction d'un certain genre de texte verbalise de nombreuses autoévaluations négatives, sans que cela ne se répercute dans la qualité de la traduction. Signalons, en outre, que Tirkkonen-Condit et Laukkanen (2006) interprètent l'absence d'autoévaluations comme un indicateur d'un sentiment de certitude et de confiance.

Les théories personnelles de la traduction, quant à elles, sont déduites des évaluations verbalisées lors d'une prise de décision entre deux solutions de traduction. Elles révèlent ce que le traducteur considère comme légitime ou recommandable (traduire librement ou fidèlement, cohérence du texte d'arrivée, adaptation aux besoins des receveurs). Selon Tirkkonen-Condit et Laukkanen (2006), certaines théories, certains critères de qualité sont partagés par les répondants, alors que d'autres sont plus idiosyncratiques.

Signalons que la notion de *théorie personnelle de la traduction* semble présenter certains parallèles avec ce que Jaaskelainen (2009) appelle *'stratégie globale'*. Une différence réside cependant dans le fait que les théories personnelles de la traduction sont réservées aux verbalisations révélatrices des critères de qualité qui guident les répondants lors de la prise de décision entre différentes solutions de traduction. Les stratégies globales, en revanche, concernent d'autres types de verbalisations et également de comportements (exemple : la résolution de problèmes de compréhension par inférence plutôt que par consultation d'un outil de référence). À notre avis, c'est en étudiant l'ensemble des verbalisations révélatrices d'une théorie personnelle de la traduction ainsi que les témoignages indiquant des stratégies globales qu'on obtiendra des informations sur les stratégies globales employées par le répondant en question.

CONCLUSION

Dans cette communication, le tour d'horizon de la recherche faite jusqu'ici dans le domaine des stratégies et des principes de traduction a permis de dégager certaines conclusions intéressantes. Nous avons vu que la notion de stratégie peut être abordée soit du point de vue du processus de traduction, soit de celui de la traduction écrite. Il est ensuite apparu que l'étude des principes de traduction

permettrait de comprendre pourquoi tel traducteur opte pour telle stratégie textuelle. De plus, si nous possédons quelques informations sur les principes verbalisés par les traducteurs, nous connaissons encore mal ceux qui se présentent chez les étudiants en herbe en traduction ; ces derniers sont, en effet, clairement sous-représentés au sein des populations étudiées dans les recherches conduites jusqu'ici sur les principes de traduction. En définitive, l'étude des principes de traduction poussant tel étudiant en langue ou tel traducteur à opter pour telle stratégie, dans la traduction vers telle langue d'arrivée, mériterait d'être approfondie.

REFERENCES

Ajunwa, Enoch (2014). *A textbook of translation : Theory and practice.* **Awka : Enovic Ltd.**

Akakuru, Iheanocho A. «Pour une pédagogie Raisonnée et pragmatique de la Traduction » dans Revue Nigériane d'Études Françaises (*RENEF)*, 1 (2).

………………………. «Extracting Significant Factors in Translator Training», dans *The Impact of Globalisation and Information Technology on French Studies*; proceeding of the 6th Annual conference, Nigerian University French Teachers. Association (NUFTA), Port Harcourt, 2003.

Cao, Deborah. «Towards a model of translation proficiency». *Target, 8*(2), 325-340.

Chesterman, Andrew (2007). *Memes of translation : The spread of ideas in translation theory.* Amsterdam : Benjamins.

Chima, Dominic C. (2009). *Massa Makan Diabete's Le lieutenant de kouta.* **Owerri : Zionbless Publishers.**

Dimitrova, Birgitta (2013) *Think-aloud protocols :A new potential in the study of translation norms ?* Communication orale présentée lors du colloque sur les normes en traduction, 7-8 Février 2013, Université d'Uppsala.

Jaaskelainen, Riitta (2003). Investigating translation strategies. In Sonja Tirkkonen-Condit et John Laffling (éds), *Recent trends inempirical translation research* (p. 99-120). Joensuu : University of Joensuu.

Jaaskelainen, Riitta (2009). *Tapping the process : An exploratory study of the cognitive and affective factors involved in translating.* University of Joensuu publications in the humanities no 22.Joensuu : Universityof Joensuu.

Laukkanen, Johanna. «Affective and attitudinal factors in translation processes».*Target, 8*(2), 257-274.

*Nouveau Petit Robert. (*1996) *Dictionnaire alphabétique et analogique de la langue française..* (Version électronique). Paris : Dictionnaires Le Robert.

Snell-Hornby, Mary (2005) *Translation Studies.An integrated approach* (2è éd. rev.).Amsterdam: Benjamins.

Tirkkonen-Condit, Sonja. «Who verbalises what : A linguistic analysis of TAP texts». *Target, 9*(1), 69-84.

Tirkkonen-Condit, Sonja (2010) Uncertainty in translation processes. In Sonja Tirkkonen-Condit et Riitta Jaaskelainen (éds), *Tapping and mapping the processes of translation and interpreting : Outlooks on empirical research* (p. 123-142). Amsterdam : Benjamins.

Vinay, Jean-Paul et **Darbelnet**, Jean-Louis (1958/1977) *Stylistique comparée du français et de l'anglais*. Paris : Didier.

Ukoyen, Joseph. «La traduction et la pédagogie des langues vivantes». *RENEF*, 1 (2), 39.

CURBING THE MENACE OF EXAMINATION MALPRACTICE IN NIGERIANEDUCATIONAL SYSTEM; IMPLICATION FOR COUNSELLING

OBIORAH MARCEL SUNDAY
Department of Educational Psychology/Guidance and Counselling
Nwafor Orizu College of Education, Nsugbe
Email: marcelsunday14@gmail.com

AZODO ANTHONY
Department of Educational Psychology/Guidance and Counselling
Nwafor Orizu College of Education, Nsugbe
Email: azodoanthony@gmail.com

Abstract
The main purpose of examination is for certification of achievement, selection for educational and employment opportunities, quality control of the curriculum and its delivery, monitoring of educational standards and the assessment of school effectiveness. Examination malpractice has made certificates awarded by Nigeria educational institutions a mockery and worthless. This ugly development gives the government and stake holders in education a serious concern, because it has continued to project the country's image negatively. This study reviewed the concept of examination malpractice, history of examination malpractice in Nigeria and forms of examination malpractice. It also examined the causes, effects and counselling implications of examination malpractice. The study recommended among others that guidance counsellors should be employed in all schools to guide the students on study habits, career prospects and requirement for various careers; There should be a department or committee for both external and internal examination. This department or committee should ensure that justice reigns, rules are appropriately adhered to and only those adjudged guilty are recommended for punishment. The department or committee should also pay prompt attention to malpractice cases.

*Keywords***:** Examination, examination malpractice, counseling

Introduction

The true situation in our educational institutions today is that many students indulge in one form of malpractice or another in spite of the efforts made by different school authorities to check mate the malaise. Students, parents and teachers who are play various roles in examination malpractices. They include; impersonation, giraffing, copying from another candidates' script, bringing into the examination hall unauthorized materials such as books, notes, etc. leaking of examination question paper, lobbying for marks [sorting], or any other form of cheating. Lazy students see it as an easy route to success. This makes students not to see any reason for studies except for the courses of the God fearing lecturers that are not sort able. Regrettably, these students are usually neither ashamed of themselves nor of their evil plots and sometimes have the effrontery to boast of their good results.

Teachers on their part engage and encourage it in order to obtain one form of gratification or the other. Parents on their part, sponsor their children to special examination centres where large amount of money is paid for students to cheat feely, without any inhibition. It is now a culture in almost all the tertiary institutions in Nigeria that after each semester examination, some students alleged to be involved in one form of examination malpractice or another are arraigned before an investigation panel for adequate sanctions if found guilty. Usually such students are expelled or at least stepped down for one academic session. Examination malpractice is a serious social problem. It leads the production of poor quality graduates leading to production of quack doctors, engineers, teachers, politicians etc. It

spells doom for the nations educational, economic and health sectors.

Education serves as a prime instrument in the development of Nigeria but the issue of examination malpractice has led to the problem of this system. The main purpose of examination is for certification of achievement, selection for educational and employment opportunities, quality control of the curriculum and its delivery, monitoring of educational standards and the assessment of school effectiveness.

However, the occurrence of examination malpractices at any level of educational system poses the greatest threat to the certificate issued. According to Olusoji (2002) examination malpractice is not a recent phenomenon neither is it peculiar to any tertiary institution. It has been with us in Nigeria for a long time and has almost taken a dangerous dimension. The phenomenon increases in number, scope and complexity. The first reported case of examination malpractice in Nigeria occurred in 1914 when there was leakage of question papers in senior Cambridge local examination. Since then there has been several cases reported. We consider also the cases of examination malpractices which occurred over the years within our school system as well as examination conducted by bodies such as JAMB, NABTEB, NAFC, WAEC, NECO, NTI and other professional bodies, it could be concluded that examination malpractice is a daily experience.

Examinations could be internal or external. It could be oral, written or both. Examples of internal examinations are continuous assessment tests, terminal, semester and annual or promotion examinations. Examples of external (public) examinations common in Nigerian schools are common Entrance Examination for admission into secondary schools. School Certificates Examinations are conducted by West African Examination Council (WAEC) and National Examination Council (NECO). The Joint Admission Matriculation Board (JAMB) and National Teachers Institute (NTI) conduct admission tests into tertiary institutions while the National Business and Technical Examination Board (NABTEB) conducts professional examinations for teachers and technicians respectively.

Examination malpractice is any wrong act before, during or after any examination. Although one cannot rule out examination malpractice in the past the current trend is alarming and calls for proper management in order to rid the school system of its consequences.

Examination malpractice occurs in both internal and external examinations. In short, it has become an epidemic in the nation's educational system, which needs a prompt attention.

Reasons for examination malpractice include: low moral standard in schools, candidate's fear of failure, lack of confidence in themselves, inadequate preparation, laziness and '419' syndrome that have eaten deep into the life of the society. Students are likely to cheat when they are not prepared for examinations. Ruwa (2017) as well reported that university lecturers are of the opinion that inadequate teaching and learning facilities, poor conditions of service of teachers, fear of failure by students and admission of unqualified candidates into universities are responsible for examination malpractices.

Fagombo (2004) categorized the reasons for examination malpractices into psychological and sociological causes. The over dependence on certification has led to 'mad rush' by the populace and the resultant effect is that people either acquire certificates legitimately or otherwise. This messy situation is having a negative-effect on the nation's quality of education and the kind of certificate issued to students at different levels. So many people can no longer defend their certificates.

Okuilagwe (2001) posited that the effects of examination malpractice are very devastating to educational, economic and political development of any nation. Fibessima (2002) identified the effects of examination malpractice as production of half baked graduates from academic institution, retarded educational growth and development as well as loss of confidence in certificates of candidates who are involved in examination malpractices.

Concept of Examination

Maduka (2009) defined examination as a way to ascertain how much of a subject matter in a particular field of study of candidate has been mastered. Hornby (2015) defined an examination as a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercises. Balogun (2009) also defined examination as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired

within a specified period. Examination could be internal or external. It could be oral or written, essay or objectives, theory or practical, in fact it constitutes an integral part of the education process. Examples of internal examinations are continuous assessment tasks, terminal, semester and annual or promotional examinations. Examples of external (public) examinations common in Nigerian schools are Common Entrance Examination for admission into secondary schools. School certificates examination which is conducted by West African Examination Council (WAEC) and National Examination Council (NECO). This Joint Admission and Matriculation Board (JAMB) and National Teachers' Institute (NTI) conduct admission test into tertiary institutions while National Business and Technical Examination Board (NABTEB) conducts professional examination for teachers and technicians respectively. The outcome of the examination is used as a basis for decision making on the examinee's ability. The examinee is consequently awarded a certificate which could qualify students for admission into a school, promotion into higher office and employment opportunities.

Concept of Examination Malpractice

Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair advantage or disadvantage. Nwanna (2000) sees examination malpractice as the massive and unprecedented abuse of rules and regulations pertaining to internal and external examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates.

This is the act of indulging in cheating in an examination through fraudulent practices to gain undue advantage over others. This includes copying on parts of the body, desk, pieces of paper, taking text books and other materials to the hall, bribing the examiner to expose the questions before the examination and use of a mercenary [Ajaegbo,2010]. It is an act of using unauthorized means and method to secure undue advantage at an examination or test with a view to achieve success. According to Oxford Advanced Learner's Dictionary, examination malpractice is a wrong or illegal behaviour exhibited by a person while discharging professional responsibilities. In the light of this definition, examination malpractice simply means an illegal way of obtaining answer to an examination question from any other source other than the personal initiative of the candidate. It is an improper and dishonest act associated with examination with a view to obtaining unmerited advantage. Examination malpractice can also be referred to as any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately the integrity of the certificates issued. Ezeabor (2000) also views examination malpractice as a deliberate act of indiscipline adopted by students or their privileged accomplices to secure exam questions before, during and after the administration of a test or examination.

Okuilagwe (2001) opined that Examination malpractice is a kind of conduct that violates the acceptable laid down rules and regulations of nation's educational system on the other hand; examination malpractice is any wrong doing before, during or after any examination. Examination malpractice is therefore any irregular behaviour exhibited by candidate or anybody charged with the examination inside or outside the examination hall before and after such examination. Ojerinde (2002) observed that examination malpractice is no longer a desperate candidates affair, rather school teachers and even principals are now involved in the perpetration of this vice. Even with the promulgation of Decree No. 33 of 1999 (Now Act of parliament) designed to check examination malpractice the crime appears to be on the increase.

Nigeria's education system like any other country has its problems, lapses, controversies and issues. Many problems are confronting Nigeria educational system and institutions prominent among them are the issue of examination malpractice. Although one may not be able to rule out examination malpractice in the past, the current trend is alarming and calls for proper management in order to save the nation from ridicule and mockery.

History of Examination Malpractice in Nigeria

Examination malpractice was first reported in Nigeria in 1914 when there was a leakage of senior Cambridge local examination. After independence, there was hardly any year when examination malpractice was not recorded. In Nigeria, however, examination malpractice became prominent in the

1970's, when youths who were in the colleges and universities before the advent of the Nigerian civil war in 1967 who were conscripted into the army during the war, came back at the end of the war in 1970 and went back to schools to continue with their education. These youths who understood the language of the trigger of the gun more than what the teacher was saying, were not psycho-emotionally stable and prepared for examinations and so resorted to alternative means of passing the examinations such as direct cheating in examinations, bribing examiners to allow them to indulge in mass cheating, hiring of machineries to write for them. This was clearly manifested in the West African School Certificate Examination of 1970/1971 when all manners of irregularities ranging from examination malpractice to leakage of examination question papers characterized with the conduct of the examination.

Forms of Examination Malpractice

There are dimensions of examination malpractices year in year out, students come up with new dimensions of examination malpractices. The instances of examination malpractices vary. Some of the forms of examination malpractice are discussed in two categories. They are presented below;

1. Bringing of Foreign Materials into Examination Hall: This is a situation where students bring into the examination hall notes, textbooks and other prepared materials. The methods are nicknamed as hide and seek, microchips, tattoo and magic desk. Sometimes, students bring into the hall unauthorized materials like sophisticated and scientific calculators, phones etc.

2. Assistance from Educational Stakeholders: Examination stakeholders include parents, teachers, lecturers, security agents, printers and staff of examination bodies. Some parents go to any length in buying question papers for their children while some others even buy certificates for their children, supervisors collude with teachers, school principals or students by allowing teachers to come around to teach the students during examination period, lecturers or teachers releasing question papers or give undeserved mark or allowing students to illegally re-write examination questions. Security agents, printers and staff of examination bodies also sell question papers.

Causes of Examination Malpractice

Examination malpractice has become a canker-worm that has eaten deep into the academic lives of students in Nigeria. This practice has caused a lot of harm in the country, the causes of examination malpractices include: laxity on the part of the students, poor supervision of examinations, poor educational background, and societal stigmatization for failing and fear of failure.

1. In the area of laxity on the part of the students, some do not show seriousness in their study, they spend most of their time playing games, watching television, even hanging out with their peer group whereby they do not mind or think of reading their books and doing class works or assessment given to them by their teachers which at the end of the day gives them the mindset of relying on examination malpractice.

2. Aside the laxity on the part of the student being high, poor educational background of students should also be considered. The educational backgrounds of the students also play a vital role in determining the success and failure of the students. Primary school is the foundational level of education which should provide basic and quality education. The student might not pass through a school with qualified teachers, in a situation whereby the teachers do not carry out their responsibilities effectively, this would negatively affect teaching and learning process thereby resulting in examination malpractice as teachers and students would device means of covering their academic deficiencies.

3. Societal stigmatization is also one of the setback students faces in the society. This is a state of affairs whereby parents or guardians do not motivate and encourage their children in their studies, but rather they harshly criticize their academic weaknesses which make them think of other unconventional means to succeed. These students can also be influenced by their peer group and friends at school who indulge in examination malpractice, since they imagine their friends succeeding without stress, they also try to be successful thereby indulging in examination malpractice.

4. Fear of failure is another reason for engaging in unlawful acts during examination. Some students fail to prepare ahead after wasting their time having fun and doing other activities caring less

about the examination. They are gripped with fear of failing; repeating that same class or even losing the opportunity for that reason they indulge in examination malpractice in order to overcome the fear.

5.   Additonally, the examination bodies still have an important role to play by supervising the examination well, in a condition whereby the supervisor has less supervision skills to observe the behaviour of students in the examination hall, the students see it as a golden opportunity to take advantage of the supervisor's weakness and engage in examination malpractice. Poor supervision is therefore a factor due to the laziness of the supervisor and extortion of money from students to allow them cheat from textbooks, notebooks, key points and use of phones which aid them in examination.

These problems can also be taken care of by the students, schools, government and the society in general. Students can help themselves by reading, paying attention in class and asking questions whenever they don't understand what they are being taught. Parents should always monitor their children's academic life to know where they lack and also make available required learning materials and should also make time for their children to read and understand. Schools are to provide adequate teaching and learning faculties so that students can assimilate what they are being taught, they can also systematize quiz competition and debate among students. The government should make laws guiding the school system basically on examination malpractice and give punishment if disobeyed, while the society should discontinue stigmatization of those that failed their examination.

Other Causes of Examination Malpractice include

1.   Parents' Failure to be Responsible: It is part of parents' work to train their children on how to be self-dependent and also to build a level of confidence in their children. Parents can't be exempted from this social wrong because they also contribute to this problem. Some parents don't care about the academic progress of their children, some are even ignorant on the proficiency of their children in a subject. There should be a level of awareness parents must have about their children, so that they can find solutions to any area they are having issues. An academic problem attended early will surely help your children to improve in their study Olusoji, (2002). Students that are confident about their proficiency in a subject will not even think of engaging themselves in examination malpractice.

2.   Faulty Educational System: One of the results of the faulty educational system is the kind of schools we have now in our society and bad educational policies made by the government. Most of these schools are run by business men that are only interested in making money and not what their school can impact on the students. The kinds of teachers employed by these schools are of low quality because of their inability to pay for professionals. This will definitely affect the performance of students in any examination. Some of these schools are even malpractice centers, they encourage their students to engage in malpractice. There is no other way to success in the examination when students don't have the required knowledge to pass. Those that will impact that knowledge are not well paid and well taken care of. Educational policy is getting worse day by day. This has a direct impact on the student and is creating fear in them; because of fear, many students have resulted into malpractice as a means to escape.

3.   Environmental Factor: The kind of environment we live in now celebrate examination malpractice and see nothing wrong with it. The environment has a way of moulding and influencing a child and children are quick in embracing the norms of the day. People now see failure as a bad thing and find it difficult to see failure from the right perspective, so students want to fail because of environmental presence and they have lost the actual meaning of failure reveals to you your present status and inform you to brace up and prepare better for the next challenge [Olusoji, 2002).

4.   Student's Attitude: Some students are lazy; all they are waiting for is a shortcut. They have a bad approach to life. They don't believe in adequate preparation, hard work and total dedication to their studies. This is a very wrong attitude possessed by any student because the ripple affect of such attitude is disastrous.

Effects of Examination Malpractice

The effects of examination malpractice are very devastating to educational, economic and

political development of any nation. Fibessima (2002) identified the effect of examination malpractice as a production of half baked graduates from academic institution, retarded educational growth and development as well as loss of confidence in candidates' certificates who are involved in examination malpractices.

The effects of examination malpractice in Nigeria are nothing to write home about. They include the details stated below.

1. Poverty of Ideas: Most graduates these days cannot contribute to any meaningful idea or make a useful contribution in their places of work. Some of the teachers in the educational system who passed through examination malpractice find it difficult to teach their pupils or students and when a teacher is bereft of requisite ideas, pupils or students will surely be intellectually deficient. "This instance bears eloquent testimony to the refrain that standard of education in Nigeria has fallen; students no longer merit the certificate they parade, as mediocrity and poverty of ideas take the center stages.

2. Lack of Job Satisfaction and Joblessness: Examination malpractice is one of the major causes of job dissatisfaction but in order to understand it better, it will be good to look at the meaning of job analysis. According to Agulanna and Awugo (2005), job analysis is the most basic personal activities since it describes what people should do in their jobs and most importantly, the skills, knowledge, education, competence and other qualifications they need to do the job in a satisfactory manner". It gives birth to job description and job specification.

   Job description is a written summary which describes the tasks, duties and responsibilities in a job. It shows what is to be done, how to do it, where and when it will be done. While job satisfaction specifies the quality or skills and abilities needed to perform the job. From the definitions above, one can see that an applicant who secured a job with forged certificate will certainly be frustrated out of the job because job was actually given to the certificate and not him as an individual. The certificate on its own cannot do the job neither can the certificate forger have capability to do the job.

   The work environment will be very unconducive for him because he cannot confidently do any job on his own since he lacks the ability to do so. Everything he does will be treated as inconsequential by his departmental members. As a result, job dissatisfaction, depression, frustration and the thought of having the job will set in, he will finally leave the job or be fired from the job.

3. Inefficiency/Ineffectiveness: One who passed examinations through malpractice and comes out with unmeritorious certificate will certainly be inefficient in his job if he was able to secure one. An inefficient worker must be ineffective because you cannot give what you do not have. The effect of this is that recognition and reward that is given to achievers will not be given to him since he does not merit it. According to Ennis (2002), "people respond to and give prompt and sincere recognition and praise to achievers". This statement by Ennis goes to achievers and not nonentities. The only thing that can motivate an imposter is committing crimes and not working to achieve organizational objectives.

4. Fraudulent Act: This is an act that is intended to deceive somebody. It could be embezzlement of funds, cheating, stealing, pilfering, telling lies, etc. Perpetrators of this crime can graduate to armed robbery. They feel it is better way to succeed in life than hard work. Thus, Akpo (2005) is of the view that "many students aided by their parents and teachers, rely on fraudulent means to earn certificates, thereby giving little or no regard to hard work.

   Once a fraudster always a fraudster; he will never think of what will be good for the organization but rather how to commit fraud, cheat others and tell lies to exonerate himself. He can eliminate a colleague who caught him in the act or even lay false accusation against him/her.

5. Lack of Discipline: Discipline is one of the most challenging areas in the human resources management function. In dealing with difficult employees, human resources managers must

diagnose both internal and external environmental factors in discipline situation, prescribe and implement appropriate remedial actions, and evaluate the effectiveness of their decision.

Disciplinary action according to Agulonna and Awugo (2005) is the action taken to correct unacceptable behaviour and its purpose is to ensure that employee's behaviour is consistent with the organization's objectives. Some of the disciplinary actions are negligence to duty, unreliability, insubordination, interfering with the rights of others, theft, etc. Some of the employees in some organizations were outlaws during their school days who engaged themselves in cultism, substance abuse and bullying. "Substance abuse is the use of alcohol, drugs or other substances which cause problem at work... Armstrong (2005) opined that this dangerous practice distract their attention so much that they become enslaved by absenteeism, truancy, lateness, lack of seriousness to studies and consequently leads to failure in examination". This is why they make relentless effort to pass their examinations at all cost, even to the extent of committing murder in order to pass their examinations.

After leaving school, when they got job, they carry this notorious culture to their places of work and continue in the same vein. This creates a lot of problem in organizations such as absenteeism, low performance, poor standards, negligence to duties, unreliability, insubordination, interpersonal problems, etc.

Other dangers of examination malpractices include:

a. Not being able to defend the certificate (failure in job performance).
b. Perpetual condemnation of the conscience of the culprit
c. Possibility of unfulfilled dreams and vision, if the student is rusticated from school or terminated at the working place.
d. Spill over effect borne by parents and other relatives of culprits.
e. The culprit may be initiated into a system of dishonesty and corrupt practices by which they become hardened.
f. It also makes nonsense of the educational system and it militates against the country's goal of technological advancement.
g. It discredits certificates issued by national examination bodies and institutions of higher learning and the nation as a whole.
h. It makes students to loose the ability to study or work hard in their studies.
i. When a candidate is caught and expelled, there will be no certificate to show for whatever year(s) they might have put into their educational career.

Counseling Implications of Examination Malpractice

Good conduct is coveted as a result, young minds need guidance to polish their personality. Students need proper guidance that will make them potent to stand in society and make a name for themselves. Counselling not only helps them to make decisions pertaining to their professional career, but it also makes them confident and mentally prepare them for societal hardships. professional school counsellors have great role to play by given proper guidance on how to deal with psychological problems which can badly impact their studies including examination malpractice. Through these sessions, the students will be able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives.

According to Obikeze and Umezulike [2013], the guidance counselors all over the world owe it as duty to join in the crusade against examination malpractice. This could be achieved through the following measures;

1. Guidance counselors should organize individual and group counseling for students in primary, secondary and tertiary levels of our educational system. During such exercises, the counselors should identify victims of examination malpractice and dissuade them from engaging in such act in future.
2. Guidance counselors should organize workshops, seminars and conferences on the evils of examination malpractice and the benefits awaiting those who do not engage in such

    practice.
3.   Guidance counselors should encourage the students to form anti-examination malpractice clubs and societies. These clubs will be sponsored by the school and their role shall be to report all manner of cheating behaviours to the school management via the guidance counselor.
4.   The Guidance counselors shall from time to time organize award of excellence to the students who through hard work have performed well in class and public examinations. This kind of activity will discourage some students from in such a nefarious activity.
5.   The Guidance counselors should organize parents' forum during which the role of parents in examination malpractice will be addressed. Experience has shown that some parents/guardians encourage their children and wards to go for external examinations in designated magic centers where they feel their will get good result.
6.   Guidance counselors should help the students to develop good and effective study habits like note taking, study skills, etc. This will help students to cope with examination anxiety and reduce the fear of failure among students. Recommendation

Recommendations

  The following steps will help in curbing examination malpractice schools:
1.   Teachers should be trained properly in their fields. They will then have the tactics to follow on how to finish the syllabus for a particular term or at least cover a large part of it.
2.   Holidays may be more in number but reduce in length as students are reluctant to resume from long holidays.
3.   Guidance counsellors should be employed in all schools to guide the students on study habits, career prospects and requirement for various careers.
4.   Continuous assessment should be practical correctly. It will reduce examination malpractices as 40% of marks are accumulated from various assessment techniques such as projects and assignments before actual examination.
5.   The number of invigilators and supervisors should be increased in the examination halls. Examination officers, vice principals and principals should occasionally pay visits to exam halls to observe what is going on, in this way they could notice any cheating behaviour.
6.   All school employees and staff of examination bodies should be well paid so that they will not be enticed with money.
7.   Posting of supervisors should be changed on daily or weekly basis, and invigilators to conduct examinations in a ratio of about one to twenty students.
8.   Enough resources must be made available for the conduct of examinations.
9.   Examination bodies, school administrators and government should encourage individuals and groups towards prevention of examination malpractices such as the expo, war simulation game and activities of exams society of Nigeria.
10.   There should be a department or committee for both external and internal examination. This department or committee should ensure that justice reigns, rules are appropriately adhered to and only those adjudged guilty are recommended for punishment. The department or committee should pay prompt attention to malpractice cases.
11.   For all examination; students should not sit too close to each other and they should be checked very well before they start their papers.
12.   The students should be thoroughly searched before entering the hall. Apart from photographs, finger prints on certificates should be used for identification as no two persons even identical twins could have the same finger print that is why it is used in crime detection.
13.   The federal government has established an exam ethics committee; all state governments and local government councils should do the same thing.

Conclusion

In conclusion, the menace of examination malpractice has become a cankerworm that has eaten deep into the fabrics of our educational system. The problem can only be solved by the students, schools, government and the society in general. Students can help themselves by reading, paying attention in class and asking questions whenever they don't understand what they are being taught. Parents should always monitor their children's academic life to know where they lack and also make available required learning materials and should also make time for their children to read and understand. Schools are to provide adequate teaching and learning faculties so that students can assimilate what they are being taught, they can also systematize quiz competition and debate among students. The government should make laws guiding the school system basically on examination malpractice and give punishment if disobeyed, while the society should discontinue stigmatization of those that failed their examination.

References

Ajaegbo,N.A.[2010]. Social problems and their educational implications. In B.O.Igboabuchi, etal. *Sociology of education for colleges and universities*. Lincel publishers.

Agulanna, F.C. & Awujo, A.C. (2005). *Human resources management: A graphic approach*. Career Publishers.

Amakiri, C. (2006). The role of principals in promoting examination ethic. Unpublished article presented in Principals' conference at Ibadan.

Anaetoh, J.O.[2005]. *Campus life: A handbook for orientation.* Nihil obstat.

Armstrong, M. (2005). *A handbook of human resource management practice.* Kogan Page.

Ennis, S. J. (2002). *Interviewing and hiring top performers*. HOR Press Inc.

Eze, T.I. (2009). "Examination malpractice: implications for teacher education". A paper presented at the National Conference of NCE teachers in education, Kano.

Ezeabor, B. C. (2017). *Secondary school administration: A management approach.* Pergamon Press.

Hantzell, D. (2006). *Academic dictionary of management.* Academic (Indian) Publishers.

Okeke,B.A. (2001). *Principles of guidance and counselling: An outline for Beginners.* Snap Press ltd.

Obike, C. N. (2013). Values in Our Society. *Nigeria Journal of Social Studies Review 2(1)*. National Association of Social Studies Educationists.

Onyechere, I. (2004). *Examination ethics handbook.* Potomac Books.

Olusoji, C.N. (2002). *Parents and examination malpractices in Nigeria.* Maiduguri: Nokpap Publishers.

Nwanna,N.J.(2017). The anatomy and physiology of examination in the 6-3-3-4. A paper presented at the National Seminar/Workshop on the Problems and Implications of the 6-3-3-4 Policy on Nigeria Education. Ahamadu Bello University, Zaria.

Fibessima (2002). Malpractice, An article in *Encyclopedia Americana, 18,* p.181. Groller Inc.

Sofola, M. (2004). *Influence with integrity*, HRD Press.

Okuilagwe (2001). Trends in students' misbehaviour in Nigeria schools: Implications for the teachers in training. A paper presented at the National Conference for NCE Teachers in Education, Federal College of Education, Kano.

Obikeze,N.J.&Umezulike, R.E.[2013]. Dynamics of Guisance and Counselling in Nigeria. Ofona Publishers.

PROBLEMS FACING TEACHING AND LEARNING OF EDUCATION TECHNOLOGY AS AN INDEPENDENT COURSE OF STUDY IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

ONYEZEKA UCHECHUKWU MARKCOLLINS
Department of Curriculum and Instructional Technology
Nwafor Orizu College Of Education Nsugbe, Anambra State
Email: onyezekamarkcollins@gmail.com

Abstract

In line with global trend, technology has been newly introduced in the process of teaching and learning in Nigerian school system. This innovation also involves studying educational technology as a course of study, in order to produce ICT competent and pedagogically equipped teachers. John Keynes in Means *and* Price (2000) once submitted that "the trick to progress lies more in escaping old ideas than embracing new ones". This declaration seems very applicable for many institutions, especially the growing ones whose many operational structures are yet evolving alongside the challenge of winning the acceptance and credibility tests of both their potential students and traditional face-to-face sister institutions. Thus, this paper, problem facing teaching and learning of education technology as an independent course of study in tertiary institutions in Anambra state examine integration of information and communication technologies (ICTs) in many institutions will include severance from (or revision of) old institutional policies and operations that characterise slow implementation or outright rejection of new technologies, especially *by* institutional managers or decision makers that are unwilling to accept the use of technologies.

Introduction

In recognition of its globally proven importance, information and communication Technology (ICT) has been integrated into the educational system of Nigeria starting from the Basic Education level. Basic Education is a strategic subsector of Nigeria's educational system because it holds the potential for 9 year free, compulsory and uninterrupted education for the Nigerian child in line with the Education for all (EFA) goals. Here important basic knowledge and skills in relevant subject areas have been built into the Basic Education Curriculum (BEC). The revised 9 year level is still very low. Inadequate training of the Basic Education teacher in ICT skills has been identified among other leading factors as responsible for poor teaching, learning and use of ICT in the schools. This paper surveyed the ICT component of the content and method of instruction embedded in the curriculum (i.e Nigeria Certificate in Education (NCE) minimum standards) for the training of Basic Education teachers, so as to ascertain the extent to which they had opportunity to acquire the ICT skills required at the level they are prepared to teach. This paper compared the ICT skills specified to be acquired by Basic Education learners and that integrated into the NCE, minimum standard which showed that the later provided enough opportunity for teacher trainees to acquire sufficient ICT skills. Curriculum package usually specify minimum standards for learners undergoing a particular programme of study. Achievement of the objectives of the curriculum by the programme participants is weighted against the minimum standards. As a result of this Educational technology needs to be a course of its own and taught in Anambra State tertiary institutions. Educational technology is not a Panacea to all educational problems, it is agreed that it has numerous benefits but many problems are preventing these benefits from being realized. The challenges before educational practitioners, proprietors, governments and on are to identify these problems and solve them in a creative and systematic manner. However, this paper tries to explore together the meaning of the term educational technology and highlight the problems of teaching and learning Educational technology in Anambra State. The word technology originates in the Greek words technogia (TEXvoʌoyia), techne (which means "craft"), and logia, (ʌoyia, which is "saying" or "ordering", in the sense of arranging).

Technology refers to all tools and procedures. It is the state knowledge and development at any given

time of our control of our surroundings, and includes all tools (utensils, devices, machinery, inventions and structures), all methods (skills, processes and techniques) and all applied materials (both raw and manufactured). In the most general sense, technology is man's ability to control nature. The term can be applied generally or to specific areas, such as in "construction technology", "computer technology" and medical technology.

Technology generally advances over time as people improve upon or replace the technologies that came before. The most advanced technology in any specific area is referred to as "state of the art technology" (Wikipedia, 2006).

Some others see technology as the technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiently.

Technology is used for different things. The knowledge, tools and systems used by people to make lives easier and better could be referred to as technology. Through technology, a lot of things are better done like better production, education services etc.

Technology as defined above is neither simply a process nor a product, but a combination of both. This simply implies that educational technology is not synonymous with products of technology in terms of teaching devices, machines, gadgets or equipment. Educational technology does not simply mean teaching machines. It does not simply mean computers or film projectors or televisions or any other electronically powered devices for teaching. Educational technology is not just teaching apparatus. It does not stand for those simple devices procured and improvised by the teacher supposedly to aid him in teaching. Educational technology means much more than audio-visual resources. Educational technology is also a process. But it is not simple the process of producing and applying teaching learning resources in the teaching-learning process. The British National Council of Educational Technology in 1967 defined educational technology as: The development, application and evaluation of systems, techniques and aids in the field of human learning, the process of applying available knowledge in a systematic way to the problems in education and training

Concept Of Educational Technology

The concept of educational technology has been difficult to define. According to Adewayin (1991), various reasons account for this. Firstly, the terms education and technology from which the term educational technology is derived are subject to many inter pretentions. Whereas education is seen by some people as teaching and learning. It covers a much wider area. There is hardly agreement as to the aims of education and how the aims are the be achieved. The term technology means different things to different people. For some, it means equipment, gadgets, tools, instruments and products. For others, it is a process; it is the application of scientifically gathered knowledge to practical problems.

Secondly, the problem of definition comes from lack of consensus on the scope of the subject. At one end, educational technology is seen as being concerned with virtually all aspects of education.from a lesson or unit to the national educational system within which it operates. At the other extreme, some restrict it to instructional materials or audio-visual aid (Rowntree, 1994).

Thirdly, educational technology is often wrongly used interchangeably by some with the terms such as Instructional technology, technology of education, technology in education, programmed learning, operant conditioning, computers, information and communication technology, educational media etc. (Onuebunwa, 1990 Imogie 2002).

Educational technology spans diverse fields such as education, psychology, telecommunication, information systems, management science and engineering. Writers with backgrounds in these fields tend to see the subject from their own perspective (Imogie 2022).

Davis (1978) cited by Agun and Imogie (1998) identifies three concepts of educational technology. These are educational technology as hardware, as software and as system approach.

i. Educational Technology as Hardware

This approach to educational technology characterized the early formative years of the fields. It sees educational technology as the devices, equipment, machines, tools and instruments used to promote teaching and learning (Agun and Imogie, 1998). This is also known as the tools technology approach. The hardware or product approach was greatly influenced by the physical sciences. It involved a direct application of the physical sciences to the problems of education. It

entails the instrumentation, mechanization or automation of education. The goal is to make teaching more efficient by mechanizing or industrializing it.

ii. Educational Technology as Software

The software approach to educational technology emphasizes careful design of the teaching learning process using principles of behavioral sciences. It is closely associated with programmed learning and the behavioral objectives movement. It is the behavioural science concept of educational technology. Emphasis is on applying learning, principles to the direct and deliberate shaping or modifying of behavior. It is characterized by details, task analysis, writing to precise objectives, selection of learning strategies, reinforcement of correct responses constant evaluation.

Educational Technology as System Approach

The systems approach is also known as the step by step plan, systems analysis, systematic approach and systems technology. The systems approach is an attempt to remedy the inherent weakness of the approaches above. It sees educational technology as the systematic application of ideas, resources, people, materials and equipment to the solution of educational problem (Agun and Imogie, 1998). It entails a holistic approach to problem solving. The educational system is analysis within the context it is located, operated or with which it interacts. It entails systemic thinking, having a holistic view of the educational system or educational problem at hand. It is concerned with the systematization of the educational process. It implies operating at difficult levels of complexity and dimensions.

However, Agun and Imogue (1998) have argued that three approaches to the definition of educational technology may represent three different stages in the development of the field. These stages are illustrated below.
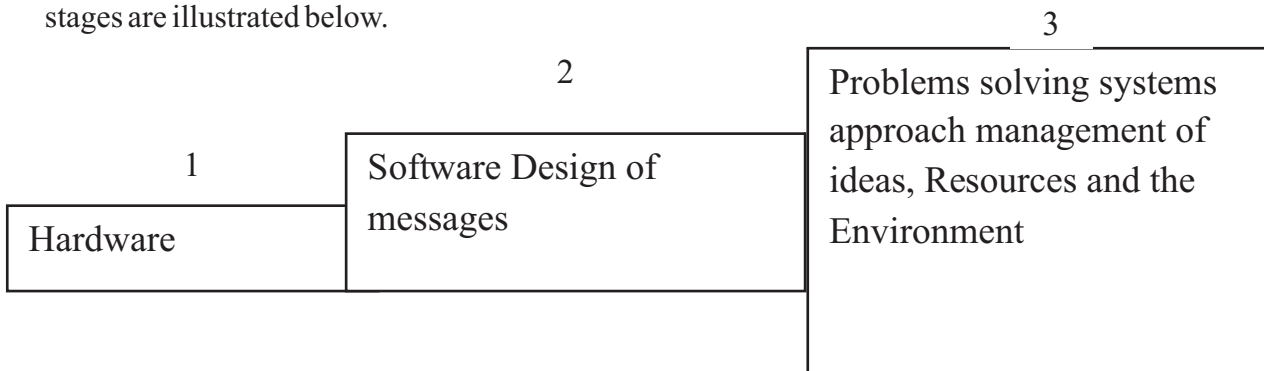

Fig: Different stages in the development of educational technology (Agun and Imogie, 1998)

The systems approach may be illustrated with the learning system in educational technology. The learning system according Agun and Imogie (1998) is "an organized combination of people, materials, facilities, equipment and procedures which interact to achieve a goal. This is illustrated with the diagram below.
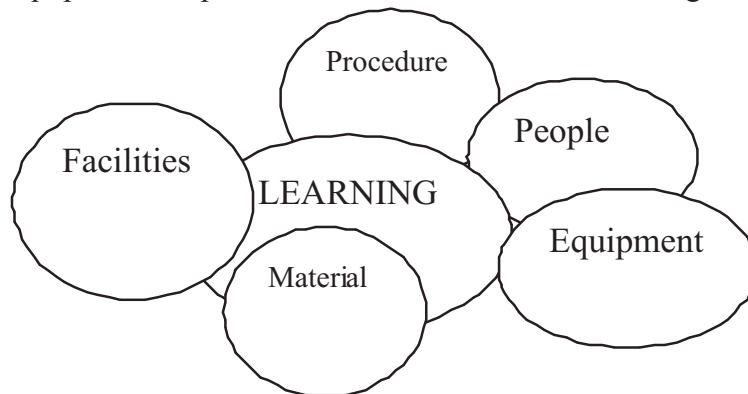

Fig 2: Learning system (source: Agun and Imogie 1998).

Theoretically, system research is related to this work. Ludurg Von Bertalanffy (1901- 1972) who is the founding father of the theory. Generally system theory (GST) recognizes that a computer system is made of inter related and inter dependent parts or components working towards functioning of the

whole system. A computer is a perfect example of how the system works. It is a system made of different parts (smaller or sub system) all working together to ensure the computer is functioning. Effective teaching and learning of educational technology requires and involves facilities, procedures, people (students), equipment and facilities adequately provided.

Definition of Educational Technology

Various attempts made by scholars to define the term educational technology are here by examined. These are:

a. Educational Technology refers to hardware and software, including television, radio, electronic classroom, instructional devices, still and motion picture projectors, computer assisted or managed instructional equipment and materials, communications equipment for educational application and other equipment and materials necessary to assist the process of learning (Grayson 1982 cited in Rowntree 1994).

   This definition restricts the meaning of educational technology to instructional material, with emphasis on the gadget used in learning. The concept of technology in education is seen in terms of physical products.

b. Educational Technology is a systemic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction (Agun and Imogie 1998). This definition defines education technology in terms of the product and process of technology as a way of organizing materials and men.

c. Educational Technology is the development of a set of systematic techniques and accompanying practical knowledge for designing, testing and operating schools as educational systems. It draws upon many disciplines, including those which design working space like architecture, equipment like the physical sciences; social environments like sociology and anthropology, administrative procedures like the sciences of organizations and conditions for effective learning like psychology (Gagne, Briggs and Wager, 1992). This definition draws attention of the various fields that contribute to educational technology.

d. Educational Technology is concerned with designing the system as a whole; identifying aims and objective, planning the learning environment, exploring and structuring the subject matter, selecting appropriate teaching strategies and learning media, evaluating the effectiveness of learning system and using the insights gained from evaluation to improve that effectivessness for the future (Umar, 1991: Rowntree, 1994). This definition outline the various operation that are carried out in the field of educational technology. The need for standard definition and terms in the field of educational technology has been the concern of many scholars and associations for educational technology. Based on this background and various points derived from each definitions, the most acceptable and professional definition of Educational Technology could been seen as a complex, integrated process involving people, procedures, ideas, device and organization for analyzing problems and devising implementing. Evaluating and managing solution to those problems involved in all aspects of learning. In educational technology, the solutions to problems take the form of all the "learning resources, people, materials, Devices, Techniques and setting. The process for analyzing problem and devising, implementing and evaluating solutions and identified by the "Educational Development Functions" of Research Theory, Design, Production, Evaluation, Selection Logistics and Utilization. The processes of directing or co-ordinating one or more of these functions are indentified by the "Educational Management Functions of Organization, management and personnel management.

From above definition, one can make the following deductions about educational technology.

i.   Educational technology employs an integrated, holistic, problem solving approach.
ii. Emphasis is on a systematic process of analyzing problems and devising, implementing, evaluating and managing solutions to the identified problems.

iii. The kind of problems that concerns educational technology are those problems that pertain to all aspects of human learning.
iv. It involves not only devices, equipment and media but also people, procedures ideas and organization.

Challenges of Teaching and Learning Educational Technology in Higher Institutions

Educational Technology is an educational innovation and is as old as education. Its practice is therefore faced with a number of challenges in Nigeria. Firstly, there is the problem of ignorance and misconception of what educational technology is (Umoru 2010; Imogie, 2012). Some see educational technology in terms of teaching aids and or the use of gadgets, tools and devices like projectors, films, radio, television, computer, etc. the tendency of such a narrow view is the focus on only the tools aspect of education. In Nigeria, so much money was spent in importing tools for introductory technology, with much of the gadgets lying idle for several years due to so many factors. A correction conception of educational technology would have suggested a more careful and holistic planning, implementation and evaluation of the project. Another serious challenge of educational technology in Nigeria is what Imogie (2012) calls lack of institutional reading for Educational technology. These are factors related to the adoption and diffusion of Educational Technology as an educational innovation. These factors are:

a.   Lack of professionally or academically trained personnel in Educational technology limits the practice of the field.

b.   Poor funding and allocation for Educational Technology at the various levels of the educational system leads to inadequate supply of facilities, equipment and materials. No wonder, most of our Nigerian schools are ill-equipped, if at all.

c.   Lack of space and instructional resources in Nigerian schools and colleges. Most classroom, lecture halls and auditoria are not designed or adapted to accommodate audio-visual devices.
d.   Bureaucratic bottle necks and rigid organizational structure that oppose innovation and insist on maintaining the status quo.

Furthermore, Educational Technology centres are non-existent in most schools and colleges, higher institutions. Other challenges could be:

- Lack of power supply
- Lack of relevant education media in majority of subject areas

- Lack of professionalization of educational technology in Nigeria is a major challenge

- Maintenance problems exist. Also, there is lack of spare parts.

- Teaching load that leaves the teacher with little or no time to adopt and use educational technology tools and techniques.

- The Nigerian educational system places much emphasis on examinations and certification thereby limiting the extent to which educational technology tools and techniques can be used in instructional process (FRN, 1981).

Conclusion

Although educational technology is not a panacea to all educational problems, it is agreed that it has numerous benefits. However, many challenges are preventing these benefits from being realized. The challenges before practioners, governments and other interested bodies is to identify these

problems and solve them in a creative, systematic and comprehensive manner so that the dreams for educational technology is tertiary institutions of Nigeria can be fully realized.

Recommendations

Educational technology has been shown to be a field that can bring about rapid improvement in the Nigerian tertiary institutions if well implemented. Having identified some of the challenges, it is necessary for this paper to suggest ways of overcoming these challenges. These are:

1. Workshops, seminars, conference, in-service training of teachers etc, should be organized regularly to correct the misconceptions about the meaning and importance of educational technology to our tertiary institutions.

2. The workload of teachers should be at the optional level that will give them time and room for creativity and effective practice of educational technology.

3. Staff with sufficient academic or technical training in educational technology should be engaged. Training institutions like polytechnics, colleges of education technical and universities of technology, will have to design and provide short and long term academic programmes for the training of educational technologists that will fill existing vacancies.

4. Teachers which practice educational technology should be rewarded or compensated properly.

5. Training institutions like universities of technology, polytechnics, colleges of education technical, should be offering educational technology in B. tech, HND.

6. A conducive environment for practicing educational technology should be created by government and proprietors of the educational institutions. Regular power supply, provision of infrastructural facilities are necessary prerequisites for the development of educational technology in tertiary institutions of Nigeria.

REFERENCES

Adewayin, C. (1991), et al. ImpaCT2: the impact of information and communication technologies on pupil learning and attainment.

Onyejekwe, Afam Ph.D (2014). Educational technology in curriculum and instruction 71 Ozomagala street, Onitsha. *Cokan associates*.

Clayton, C. (1997), Analogous termed suitable technologies. Pre-service and In-service Application. New York: John nd Sons, Inc.

Davis, (1978). "ICT Education for Teachers and ICT Supported Instruction: Problems and Prospects in the Nigerian Education System." African Research Review. vol. 8, no. 2, 2014, pp. 199-216.

https// think.Insights.net. System theory of management: A framework to understand how organization work.

Imogie, A.I. (2012). Improving teaching and learning: *An introduction to instructional technology*. Joe seg.

Usha V.R, (2013). *Common wealth educational media center for Asia (CEMCA).* New Delli.

C:/Documents and settings/user/Desktop/technology-wikipedia,thefreeencyclopedia.htm

Ofoefuna, M.O. & Eya, P.E (2011). *The Basics of educational technology*, Ofona.

John K., (2002). "Analytical Study on Practice Teaching of B.Ed. Students in B.Ed. Department, Gobardanga Hindu College, under WBSU in India." International Journal of Scientific Research and Reviews, vol. 8, no. 2, 2019, pp 3882-3898

Reju, J. (2007) "Impact of Teacher Training on Information Communication Technology Integration in Public Secondary Schools in Mombasa County." Human Resource Management Research, vol. 5, no. 4, 2015, pp. 77-94.

Rowntree, U. (1994) ICT in Education, UNDP Bureau for Development Policy, New York.

IMPACT OF ONLINE LEARNING DURING COVID-19 PANDEMIC IN HIGHER INSTITUTIONS IN SOUTH EAST NIGERIA: STUDENTS' AND TEACHERS' PERSPECTIVES

DILIBE CHINONSO JOACHIN
Department of Curriculum and Instructional Technology
Nwafor Orizu College of Education, Nsugbe
E-mail: dilibechinonso@gmail.com

ABSTRACT
The purpose of this study was to conduct an online survey on teachers and students perceptions and experience regarding to online classes. Delivery of classes through online medium is a recent modification in education system in Nigeria in the wake of the COVID-19 pandemic situation. Thus, this survey describes college and university teachers and students' perceptions and concerns with regard to taking online classes that have been made mandatory in the wake of COVID19. The sample consisted of 70 teachers and 407 students from colleges and universities in South East Nigeria. Online survey method was used for the purpose of data collection. The findings show that the following areas are important for teacher and student satisfaction with online classes, these areas are: quality and timely interaction between student and professor, technical support availability, structured online class modules, and modifications to accommodate conduction of practical classes. Awareness needs to be increased focusing on the convenience and accessibility aspect in order to increase the adoption of online channels by students and teachers.
Keywords: Online classes, COVID-19, Survey, Teachers' Perspective, Students' Perspective

INTRODUCTION
Online learning and classes are increasingly becoming part of the education system worldwide. Online channel has made education convenient and easily accessible by one and all. Education sector in Nigeria has been an ever-growing entity. Nigeria has been one of the largest sectors in the world when it comes to higher education. Though online and distance courses have been there from a long time, introduction of the online mode of taking classes in comparison to the traditional face to face classroom approach in universities and colleges have been considered only in the last few years in Nigeria. When it comes to the Nigeria educational system, face to face classroom approach has always been the most prominently used. Familiarity and ease of using offline methods and lack of requirement for online channels of teaching has been the major barriers for adoption of online channels of education. However, in the wake of COVID 19 pandemic situation conduction of online classes at college and university level has been made mandatory by the educational boards. Covid-19 has brought out a drastic change in the educational system not only in Nigeria but rather the entire world. Universities across Nigeria as well as around the globe have moved to the virtual classes suspending physical classrooms. Online education in Nigeria is at an early stage of development. While this transition has been a mixture of both positives and negatives for most private universities, the public colleges and universities are still adapting. Although technology makes things accessible and easier, it can also be limiting, especially in Nigeria, where many students face a challenge in terms of access to the internet. This in turn leads to issues with attendance and participation in online sessions, thereby making the adaptation of online channels of education a challenge.

Face-to-face classroom setting has its obvious benefits: it can provide immediate feedback to faculty members and students about the quality of lesson, delivery, and experience. In such a classroom setup, a teacher can observe student's body language and these non-verbal cues helps the teacher to immediately make adjustment in their teaching approach to best suit the needs of the students. Additional questioning and individualized attention in classroom environment to gain a more detailed idea about the student's clarity with concepts being taught is a major advantage when compared to

online channels. What might be easily perceived and approached in the classroom requires a little more probing and alertness in an online class. Investigating and analyzing how online classes should be designed and arranged by taking into consideration the students' and teachers' perspective should be an integral part of building online teaching methodology as well as learning. Previous research studies have investigated students' perception and satisfaction toward online learning and face-to-face learning. Fortune, Spielman, and Pangelinan (2011) investigated 156 students who took and enrolled in either an online learning section or face-to-face learning of the Recreation and Tourism course at multicultural university in Northern California, United States and found that no statistically significant difference in learning preference was found between those enrolled in the two different learning modes. Another study by Tratnik (2017) indicated significant differences in student satisfaction levels when online classes were compared to face-to-face learning of English as a foreign language. Students taking the face-to face course were found to be more satisfied with the course compared to their online counterparts.

Investigating and analyzing how online classes are being perceived and experienced by students and faculties across different colleges and universities in Nigeria will help educational experts to understand and make modifications to suit the needs of both, teachers and students. Consequently, educational institutions and management who would be the future deliverers of online learning need more understanding of how students as well as teachers perceive and react to online classes as a learning mode to apply these approaches most effectively. Another important thing noticed in the review of previous studies was that when evaluating online mode of education, student's perspective has been given importance and taken into consideration over teacher's perspective. Teacher's perspective is equally important because if they as provider of education are not satisfied and find the online mode unsatisfactory then the educational base itself becomes weaker. This new introduction of online classes has been equally challenging for teachers, who are also struggling to learn this new way or methodology of teaching. Therefore, the significance of this research lies on exploring the teachers and students' perception toward online classes in comparison to face-to-face classes. The survey focused on teachers and students from colleges and universities in south east Nigeria. Thus, the article describes the results of the survey which was done to understand how well this new method is being taken by both teachers and students, what are the general problems faced by them while taking online classes so as to help educational instructors and facilitators, college and university managements to understand the modifications that can be brought to make online teaching more effective so that in future it can be integrated along with classroom teaching. The responses from this survey will help to improve or enhance online mode of classes in order to provide a better learning experience for students and a better teaching experience for the teachers.

Statement of the Problem

Many researchers have compared the results between traditional (face-to-face interaction) and online education for university students, which revealed that the students who have a poor educational background or had lower grades in their previous academic records, perceive online education as a mess of the learning process (Jaggars and Xu, 2016). Similarly, Soffer and Cohen (2019) highlighted that online education increases the dropout ratio of students in the learning process, which can be the cause of failure and social isolation of a learner and economic loss (Lee et al., 2013). In this connection, Palvia et al. (2018) shared their point of view in another way that students who attend online classes have skills to learn individually, they accept diversity, they are much cooperative, and they prefer to work collaboratively. An advantage is that online learning removes social and physical limitations and barriers of the students (Palvia et al., 2018), which is the proper and authentic solution to the problems of the individuals who face issues and problems when delivering high-quality education on their choice of place and time (Lau et al., 2020b).

Purpose of the Study

1.   Identify the challenges and obstacles of online learning during the COVID-19 pandemic by

students and teachers.

2. Understand and utilize the best methods and modes to engage and motivate students and teachers.
3. Familiarize the students and teachers with the currently used platforms and applications that can assist in enhancing and reinforcing education during and after the pandemics.
4. Explore the reflection results of the mass movement by the higher institutions to the online learning process.

Research Questions

1. What are the challenges of online learning and what will be the provided facilities to students and teachers during online learning?
2. Can students in remote towns get a good quality of internet connectivity during online learning?
3. Do the recent social media applications facilitate students' technical skills needed for online education?

Methodology

For this study, the author formed two short surveys: one for the teachers and the other one for the students. The survey questions assessed the general perception and experience of both students and teachers about online classes. The teacher survey had a cross-section of 6 demographic questions and 26 questions regarding teacher's perception about taking online classes. Out of the 26 questions 3 items were open ended wherein the teachers were asked to tell what according to them were the positive and negative aspects of online teaching and what were the applications usually used by them to take online classes. The students' survey consisted of 6 demographic questions and 19 questions regarding student's perception about online classes. Two open ended questions regarding the positive and negative aspects about online classes were kept. Response choices consisted of pre-defined options of agree, disagree and neutral. The purpose of the survey was not to collect psychometric data and thus the survey did not make use of validated psychometric tools. Due to the COVID-19 situation, the survey was conducted online using Google forms. The form was made available online for 2 weeks. Teachers and students from Southeastern Nigeria colleges and universities which were conducting online classes were approached and asked to complete the survey. A total of 76 teachers and 412 students participated in the survey. For the teacher's survey 70 teachers completed the entire survey i.e. 92.1% of the total sample, whereas for the students 407 of them completed the entire survey i.e. 98.7% of the total sample. Hence the data of only 70 teachers and 407 students were considered for the analysis. No incentives were offered for responding to the survey. The details about the survey were shared with the respondents. Completion of the survey was taken as a form of consent to participate.

Participant demographics

Table 1: showing demographic details for teachers

Teachers Demographic Details (n=70)			
Gender	Male: 10% (n=7)		Female: 90% (n=63)
Age	24-35 yrs: 56.9%	36-50yrs: 32.7%	Above 50yrs: 10.4%
Type of educational institution	College: 80.3%	University: 19.7%	Private institution: 90.8% Government institutions: 9.2%

Table 2: showing demographic details for students

Students Demographic Details (n=407)			
Gender	Male: 12.03% (n=49)	Female: 83.04%(n=338)	Prefer not to say: 4.91% (n=20)
Age	16-18yrs: 7% 19-23yrs: 88.3%	23yrs-27yrs: 4.7%	
Type of educational institution	Private institution: 83.5%	Government institutions: 16.5%	
Course	Pre-university college: 8.7%	Undergraduate: 74.5% Post-graduate:16.7%	

Data analysis

The main purpose of the study was to gather evaluative feedback from university students and faculty on their experience about online mode of teaching. A descriptive approach for data analysis was considered. Responses to the open-ended questions were transcribed, coded, and categorized within each question to determine similar answers. Repetitive content of responses was identified. Finally, frequency counts of frequently occurring responses were tabulated and converted to percentages for reporting purposes. The section below describes the detailed findings of the survey.

RESULTS

The survey was done to get an understanding of the experience and perception of teachers and students about the recently introduced online mode of teaching. The survey results are divided into two sections, namely, perception of teachers and perception of students about online classes. The results for both are discussed separately.

Teachers perception about online classes

The teachers' survey had items assessing three dimensions: online v/s classroom mode, personal factors and students' factor during online classes. The results of the survey showed that 86.9% of the teachers reported that they preferred classroom teaching method more than online teaching mode. 11.8% preferred online classes.

Table 3: Survey items on teachers' perception of online classes

| Online v/s classroom teaching mode		
Online classes are more effective than classroom mode	Agree	32.9%
	Disagree	53.9%
Online classes are more convenient than classroom method	Agree	46%
	Disagree	22.3%
There is lack of teacher-student interaction in online classes	Agree	76.3%
	Disagree	10.5%
It is difficult to engage students in online classes'	Agree	56.5%
	Disagree	22.4%
Online classes are fun and interactive than classroom method	Agree	13.1%
	Disagree	72.3%
Teacher- students disconnect is felt low in online classes compared to classroom method	Agree	17.1%
	Disagree	65.8%
Online classes are not safe and secure method	Agree	39.4%
	Disagree	31.6%
Difficult to keep classes for longer duration during online classes	Agree	71.1%
	Disagree	17.1%
It is difficult to control group interaction during online classes	Agree	76.4%
	Disagree	15.8%
Online classes help me to	Agree	50%

Online v/s classroom teaching mode		
use innovative teaching Methods	Disagree	25%
Technical issues effect the flow and pace of online classes	Agree	90.8%
	Disagree	3.9%
Personal factors in online teaching		
Lack of computer skills makes it difficult for me to use the online teaching method effectively	Agree	32.9%
	Disagree	43.5 %
There is lack of work	Agree	63.1%
satisfaction while taking online classes	Disagree	21.1%
Online classes make me conscious about my teaching skills	Agree	34.2%
	Disagree	32.9% 32.9%
I feel lack of motivation to take online classes	Agree	42.1%
	Disagree	35.5% 35.5%
I get easily distracted during online classes	Agree	27%
	Disagree	47.3%
Online classes triggeranxiety in me	Agree	31.6%
	Disagree	50%
I feel my skills as a teacher has improved through online teaching method	Agree	38.2%
	Disagree	26.3%
I am finding it difficult to adapt to the online teaching mode	Agree	32.9%
	Disagree	43.4%
Online teaching has boosted my confidence as a teacher	Agree	42.1%
	Disagree	22.4%

Student factors in online classes		
Students do not take online classes seriously Students make lot more excuse for not attending online	Agree	76.3%
	Disagree	10.5%
	Agree	78.9%
classes and the reliability of it cannot beassessed Students show lack of	Disagree	6.6%
interest and involvement	Agree	75%
	Disagree	13.1%
during online classes		

Teachers felt that even though online classes were convenient, could be taken from the comfort of their homes, saving travel time, it did not seem to be effective when compared to classroom method. Teacher- student disconnect, lack of interaction, inability to engage the group, technical issues were found to be the main issues. 39% of the sample felt that online classes were not very safe and secure as a medium. However, teachers did agree to the fact that this new opportunity of conducting classes through online channel have increased their confidence and helped them to explore and use innovative teaching methods. Lack of work satisfaction while taking online classes was also reported. Some of them even felt that their lack of computer skill came in the way of using the online teaching platform effectively. Lack of student interest and involvement was reported by a majority of teachers. They reported that during online classes the main issue they faced was that students made a lot of excuses about not being able to attend classes, e.g., network issue, dysconnectivity, poor audio and video quality, etc. and it is difficult for them to know if they are giving genuine reasons or just escaping from attending the classes. With classes and assignments using online channels, education technology apps are gaining popularity amid COVID-19 pandemic. The survey also explored what were the online platforms preferred by teachers for taking classes and assigning work online.

Graph 1: shows the applications frequently used by teachers for online teaching
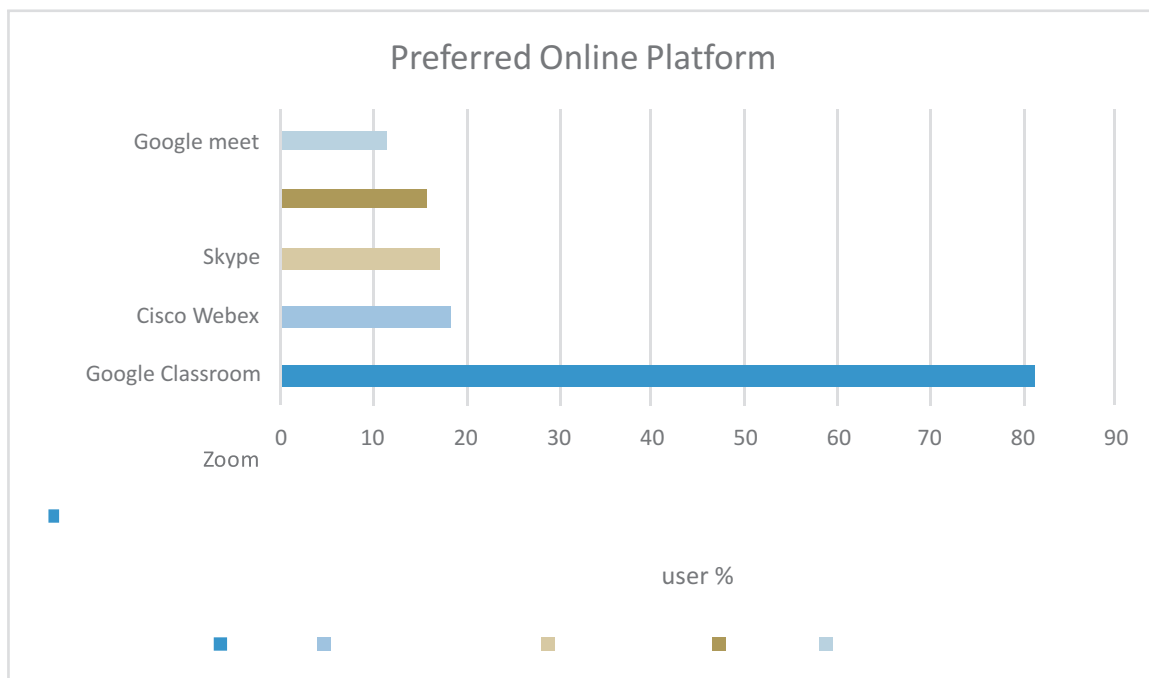
Apart from the ones mentioned above some other platforms reported to be used by teachers were: google duo, YouTube, Moodle, Jitsi, Microsoft team, WhatsApp, and Avaya Space.

When asked about the problems generally faced by them while taking classes online or what were the negative aspects of online classes, majority of them (64.2% of the sample) reported technical issues like poor connectivity, power cuts, broadband issue, poor audio and video quality as the main issue. 37.1% of the teachers reported lack of student involvement and engagement in the classes as a problem. They reported that students during online classes made a lot of excuses and showed lack of seriousness. This in turn tends to make the teachers feel demotivated. 15.7% reported that poor attendance due to reasons like some students being in their hometown where connectivity issues are there, followed by lack of motivation from students' side to attend classes was another issue faced. Some of the other negative aspects of online teaching reported by teachers were: some of them found online teaching more time consuming as it required them to prepare adequately and gather extra materials for the classes,

some reported that the online mode seemed too formal and lacked personal touch and did not seem lively. Difficulty in assessing concept clarity by students and to know if they understand what is being taught was another issue experienced. Inability to monitor and control students behavior, lack of work satisfaction, background distractions, time restraints in using online apps, delay in starting the class due to students taking a lot of time to join, inability to assess if students are mentally present in the class or have just logged in were the other issue reported. Another major issue reported was the problem of taking practical subjects online. As per the teacher's theoretical subjects were easier to take but when it comes to practical subjects like design, accounts, math, and others, they found it difficult to take the class.

The teachers were also asked to report what according to them were the positive aspects of online teaching. Majority (37.1%) felt that online classes were flexible and convenient, could be easily accessed, can be scheduled as per their convenience and made evaluation and grading work easier. 22.8% reported that online teaching has helped them to upgrade their skills as a teacher, they have become technically more skilled, has helped them to learn innovative teaching methods and has boosted their confidence. 15.7% felt that online teaching saved time, can be taken from the comfort of their homes which in turn saved travel time. Other positive aspects reported were: online classes seemed more structured in approach, lesser disturbance, innovative tools like screen share can be used, promotes using more graphs, charts and videos, can preserve the content of the classes for future reference and use, rather than taking the class again for students who missed the class. The classes can be recorded, makes teaching more systematic.

Students' perception about online classes:

The students' survey had items assessing two dimensions: online v/s classroom mode and personal factors during online classes. The results of the survey showed that 87.1% of the students reported that they preferred classroom teaching method more than online teaching mode. 12.9% preferred online classes.

Table 4: Survey questions on Students perception of online classes

Online v/s classroom teaching mode		
Online classes are more effective than classroom Mode	Agree	19.9%
	Disagree	54.9%
There is lack of interaction during online classes	Agree	60.4%
	Disagree	16.6%
Online classes are more convenient than classroom Method	Agree	21.6%
	Disagree	56.8%
Quality of discussion is low in online classes	Agree	79.8%
	Disagree	9.9%
Learning and knowledge transfer happens more in online classes	Agree	13.8%
	Disagree	68.2%
Online classes are less structured than classroom mode	Agree	70.6%
	Disagree	9%

Online v/s classroom teaching mode		
Online classes save time	Agree	49.7%
	Disagree	29.8%
Technical issues disrupt the flow and pace of online Classes	Agree	84.2%
	Disagree	4.8%
It is difficult to clarify doubts in online classes compared to classroom Mode	Agree	67.5%
	Disagree	17.1%
Personal factors in online classses		
Lack of computer skills makes me uncomfortable during online classes	Agree	40.8%
	Disagree	35.2 %
I feel more comfortable to participate in online class discussions compared to classroom	Agree	16.8%
	Disagree	59.4%
I find it difficult to understand and follow online classes	Agree	68.4%
	Disagree	16.3%
I feel less anxious in online Classes	Agree	46.1%
	Disagree	27%
I get easily distracted and have difficulty concentrating during online classes	Agree	61.6%
	Disagree	19.2%
I feel lazy and disinterested during online classes	Agree	59.3%
	Disagree	20.1%
I do not feel motivated to participate in online class discussion	Agree	59.5%
	Disagree	19.9%

Looking at table 4, it can be seen that when it came to online classes, students perceived the online classes to lack quality. Things such as technical issues, lack of structure, disturbance in the flow of classes, problems in clarifying doubts, lack of interest and motivations to attend the classes were some prominent factors reducing the effectiveness of online classes. Even though today's generation is technologically well versed, still the survey showed that majority of the sample reported that somewhere they felt their lack of computer skills made it uncomfortable for them to use the online channel.

The students were also asked 2 open ended questions about the pros and cons of online mode of classes. When asked about the problems generally faced by them during classes online or what were the negative aspects of online classes, majority of them (55.7% of the sample) reported technical issues like poor network connectivity, power cuts, broadband issue, poor audio and video quality, problems with the app, getting disconnected in between the classes and finding it hard to log in again as the main issues. 23.3% reported that they found it difficult to concentrate during online classes, distraction at home were more, no structured learning environment makes it harder for the students to focus during the class. They also reported that being at home makes online classes burdening for them as they are unable to manage both house work and college work at the same time. Some of them even reported that having lack of supportive home environment and family issues makes it harder for them to fully involve themselves during online classes. 22.1% reported that online classes were difficult to understand and follow especially when it came to practical subjects, lack of concept clarity, no

structured format or time scheduled followed. According to them, too many subjects are scheduled on the same day which makes it difficult for them to stay alert and active. They feel information overload and fatigued. 15.4% reported the online classes to be less interactive, no communication between students or with teachers and makes it harder to participate. Thus, the online classes they felt were less lively lacked friendly atmosphere and social interaction. 12.7% of them felt lack of motivation and interest to attend online classes. They felt that online classes make them less serious and they just attend the class for attendance and feel bored and lazy. Some of the other issues reported were financial constraints. Students reported that the online classes increased their expense by recharging the data frequently, due to which they felt burdened, especially for students who come from financially fewer stable homes. Next concern was that online facility and tools were not accessible for students coming from economically disadvantaged backgrounds which again add on to the burden of buying a smartphone which is financially burdening for some. Students felts that when classes are taken through online channels, teachers do not teach effectively, they run through the syllabus and students feel they are being overloaded with information. Security concerns about using online apps were also reported. Lastly, students reported a lot of physical issue due to online classes. According to them continuous use of mobile phones and earphones caused issues like, eye strain and pain, ear pain, backache, headache. They felt stressed and strained both mentally and physically. The constant pressure of completion of assignments was reported by students that induced a lot of stress in them. They felt that no learning or transfer of knowledge was taking place.

When it came to the positive aspect of online classes majority found it to be time saving, as it could be done from the comfort of the home which save time to travel and commute, don't have to rush to reach college. Other positive things reported were: faster completion of syllabus, recording of classes helped in referring to it later. The recorded classes could be watched again and again until the concept is clear. Classes can be attended anywhere, anytime thus, giving flexibility. Lesser disturbance from classmates, less anxiety in asking doubts and queries were also added among the others.

Discussion

The result of this study indicates that face- to- face learning was perceived more positively than online learning in term of social presence, interaction, satisfaction and overall quality. Even though online classes were reported to be convenient in term of saving time, still both teachers as well as the students perceived it to be less effective and structured when compared to classroom mode of learning. Technical support was found to be an important factor critical to determining satisfaction with online classes. Yang and Cornelius (2004) in their study had reported similar findings. They found that students showed dissatisfaction with their courses when instructors were unavailable to provide technical support. Students also reported dissatisfaction when they had limited technical skills (Zeng & Perris, 2004). Thus, these findings from previous studies are in tandem with the current survey results where technical issues were found to be the most influential factor when it came to satisfaction with online classes. The results found here will thus allow college administrators to determine how technical support can be expanded and extended to reach all students and teachers, thereby, improving their experience and making the classes more effective.Another finding from the current survey which is found to be consistent with previous research (O'Malley & McGraw, 1999), was that students when enroll for online classes they initially feel that they are unable to learn as much in online courses as they used to in face- to-face courses. This dissatisfaction further affects the learning process. Zeng and Perris (2004) also reported similar findings. Therefore, the educational institutions should provide opportunities for students to become comfortable with the medium before they take online classes. Results of the current study indicate that student and teachers' perceptions are valuable to educational institutions planning to adapt online mode of teaching in the future. However, this survey has its limitations. The small sample may not be completely representative of the majority of students and teachers taking online classes. Social desirability might have colored the test taking behavior

of the subjects.

Conclusion

Higher education in Nigeria is currently restricted by lack of clarity when it comes to regulating online channels of education. Teachers and students' comfort with online class design, structure, level of interaction between students and faculty, the quality and amount of class content, technical support, and overall experience with online class delivery impact the overall teaching and learning experience and determines the ultimate success or failure of online mode of education. Thus, awareness needs to be increased focusing on the convenience and accessibility aspect in order to increase the adoption of online channels by students and teachers. Frustration with class structure and design may translate into a poor learning outcome for students. Improving the quality of online classes with the help of various service providers, along with support from different colleges and universities can help in making online mode of education more effective and easily acceptable all over Nigeria. The concerns suggested by teachers and students point towards the fact that more research and study should be conducted to provide more detailed information for changes to occur within design and methodology of online classes. Establishing a structured and user-friendly environment for online mode of education, one that is accessible for all without putting financial burden on students and teachers should be the main criteria in the minds of college and university management while promoting online education. Also, the need for providing adequate technological training to teachers about method of conducting online classes should be prioritized as it is found to be a pre-requisite for successful online class implementation. Although the sample size is small to generalize to the larger online higher education population, the information can throw light on the general issues faced by teachers and students during online classes. Online mode of higher education is still in the early stage of development in Nigeria, therefore having clarity about the problems experienced and the expectations of students and teachers will help to plan out effective and structured strategies for taking online classes. It is important to note that the survey showed agreement between faculty and student perceptions of online mode of teaching. The opinions of both were reflective and supportive of one another.

Recommendations

1. Awareness needs to be increased focusing on the convenience and accessibility aspect in order to increase the adoption of online channels by students and teachers.
2. The study suggested that the regulators and leaders of educational institutions should make necessary and proactive educational pedagogies for the post-pandemic era and future disruptions.
3. More academic collaborations and exchange programs should exist among educational institutions, such as sharing laboratories and online educational resources, faculty development programs, and capacity-building programs for student-centered learning.
4. It also recommended that further research should be undertaken to examine more views and experiences towards online teaching during the pandemic.

REFERENCES

Daugherty, M. & Funke, B.L. (1998). University Faculty and Student Perceptions of Web-Based Instruction. *The Journal of Distance Education / Revue de l'ducation Distance, 13*(1), 21-39. Athabasca University Press.

Fortune M, Spielman M and Pangelinan D 2011 Students' perceptions of online or face-to-face learning *and* social media in hospitality, recreation and tourism *Journal of Online Learning and Teaching* **7**(1) pp 1-16

Jones I and Blankenship D (2017). Students' perception of online courses. *Journal of Research in Higher Education.* vol. 32

Lao, T., & Gonzales, C. (2005). Understanding online learning through a qualitative description of professors and students' experiences. *Journal of Technology and Teacher Education*, 133, 459–474.

O'Malley, J., & McGraw, H. (1999). Students perceptions of distance learning, online learning and the traditional classroom. *Online Journal of Distance Learning Administration*, 2(4)

Tratnik A 2017 Student satisfaction with an online and a face-to-face Business English course in a higher education context *Journal Innovations in Education and Teaching International* 15(1) pp. 1-10

Yang, Y., & Cornelius, L. F. (2004). Students' perceptions towards the quality of online education: A qualitative approach. Association for Educational Communications and Technology, 27, 861–877.

Young, A. & Norgard, C. (2006). Assessing the quality of online courses from the students' perspective. *Internet and Higher Education, 9*(2), 107-115. Elsevier Ltd.

USE OF STORIES TO IMPROVE LISTENING SKILLS AMONG PRE-SCHOOL CHILDREN IN AYAMELUM LOCAL GOVERNMENT AREA OF ANAMBRA STATE

OKWUMUO, VICTORIA NKIRU
Department of Early Childhood Care and Education
Nwafor Orizu College of Education, Nsugbe.
okwumuonkiru@gmail.com

&

DOMINION JOANNA NGOZI
Department of Early Childhood Care and Education
Nwafor Orizu College of Education, Nsugbe

ABSTRACT
This study examined the use of stories to improve listening skills among pre-school children in Anambra State. Three research questions were formulated by the researchers to guide the study. The survey research design was employed for the study. The population of the study consisted of all the pre-school teachers in Ayamelum Local Government Area of Anambra Sate, totaling one thousand, two hundred and sixty two (1,262) teachers in both public and private schools. The sample size for the study comprised one hundred (100) pre-school teachers randomly selected in the study area. The instrument for data collection was structured questionnaire. Data collected were analyzed using mean. Any mean greater than 2.50 was accepted while any one lower than 2.50 were rejected. The findings revealed that the importance of using stories to improve listening skills among early childhood school children include that it improves the listening skills of children and retention capacity, **enhances social and emotional development, and enhances cognitive development**. Obstacles include lack of poor teaching methods and inadequate provision of reading materials. Solutions to the obstacles **of use of stories in pre-school** in the Area were rendered. It was recommended among others that parents should ensure that the materials for reading should be provided adequately for pre-school children.

Keywords: Stories, listening skills and pre-school children

Introduction

Over the years many countries of the world had questioned the value of pre-school and what role this early education plays in subsequent academic performance and socialization in the primary grades. Many parents have been on the dilemma of deciding whether or not to send their children to pre-school (Gregory, 2014). The foregoing concern was the basis for the initiative of the convention on the rights of the child, drafted by the United Nations Commission on Human Rights (UNCHR) and adopted by the General Assembly of the UN in 1989. Most countries have turned to universal pre-primary education in order to give children a better start to life (Myers, 2016).

Pre-school according to Barnard (2011) positively affect later home and school involvement in education. A child who fails to acquire early education may suffer emotionally, socially, intellectually and even physically if he is trusted into the primary school without a sustainable pre-school experience that will give him a solid foundation in the primary school. Therefore for the effective and efficient unlocking and development of a child's latent abilities, attitudes and other forms of behaviour of positive values in the society in which he lives, pre-school becomes very imminent. This is of utmost importance because researches on pre-school have shown that pre-school experiences have great impact on all areas of a child's development and had suggested that the first teacher is an extremely important person in the child's life.

Anderson (2012) is of the view that when children are exposed to pre-school, they develop superior communication skills, necessary physical ability and social unity needed in adult life and an increased cognitive and effective educational balance. Maduewesi (2019) refers to early childhood care and Education as the education offered to children who have not yet reached the statutory age of beginning primary school. He further maintained that it is a semi-formal education arrangement, usually outside home where by young children from about the age of 3 years are exposed through play like activities in a group setting through mental, social and physical learning suited to their developmental stages, until the mandatory age of government approved formal schooling. FRN (2014) refers to early childhood care and Education as an education given in an educational institution to children prior to their enrollment in the primary school.

Pre-school is an asset of immense value in the later academic pursuit of a child and much more lately in life. This early experience exposes the child to all fields which make him more apt to learn in the primary level as the confidence in his learning capabilities which he acquired from the nursery school is lifted to the primary school. This eventually aids and facilitates his learning. The early childhood institution aims at developing the cognitive and affective potential at an early age.

There is however some general agreement among experts around the world from developing as well as developed nations that early childhood care and education programs are not only desirable but essential for many children (Sylva, 2019). According to National Policy on Education (FRN, 2016) early childhood is the age of children from birth-5 years. Pre-school is the education given in an educational institution to children prior to their entering into primary school. It includes the crèche, the nursery and the kindergarten.

In Nigeria, organized education of the child below primary school age did not receive official recognition until very recently, receive the attention it deserved. The concept of infant schools was introduced in Nigeria by the missionaries in the early 20th century when such schools were set up in the Western and Eastern regions of Nigeria. Pre-school in the form of nursery school or pre-primary education as we know it today in Nigeria is largely a post-colonial development. The semblances of it during the colonial era were the Kindergarten and infant classes, which consisted of groups of children considered not yet ready for primary education. As groping for instruction in schools was not age-based during that period, some children aged six or even more, could be found in some of the infant classes (Tor-Anyiin, 2018). With the phasing out of infant classes, some parents began to feel the need for nursery schools.

During that period, (pre-independence) all efforts for provision of pre-school were confined to the voluntary sector and received little or no support from the government (Tor-Anyiin, 2018). It was for the first time in 1977 with the introduction of National Policy on Education by the then military government of Nigeria that the importance and need for pre-school was given official recognition and linked with the child's educational performance in primary school. Gradually, early childhood institution stayed, and by 1999, Nigeria had about 4201 pre-schoolal institutions. While by 2012 the number increased to about 8,300 (Federal Government of Nigeria/UNICEF 2013).

The objectives of Early Childhood Development Programme in Nigeria include: providing education geared towards development of the child's mental and physical capabilities; It is also aimed at improving the status of the child's health; care and nutritional needs, and link him/her with health services such as immunization, health check-ups and growth monitoring and promotion. It is also aimed at enriching the child's experiences to enable him/her cope better with primary schools life (Miedel & Reynolds, 2018)

To encourage effective teaching and learning in pre-school, the following are necessary

Employing qualified Teachers: Achieving the educational goals at all levels in Nigeria educational system requires qualified and highly equipped teachers. Okureme (2013) posited that: An effective teacher should be a master of his subject, as well as grounded in methods of teaching and be able to relate the concepts to real life experience. Abd-El-phallic and Boulaoude (2011) conceived such

teachers as those who understand the concepts, principles, theories and processes involved and are aware of the complex relationship between science, technology and society. Such teachers more importantly must develop an understanding of the Nature of subject matter. This is important because the portion of knowledge teachers choose to teach and how they carry out the instruction presents a particular view of the nature of subject to their learners. (Omoifo, 2012).

Provision of picture books, other visuals and instructional materials: There is the need for the Nigerian government to provide picture books, other visuals and instructional materials in other to encourage active listening in primary schools. To do this, the government should encourage Nigerian local illustrators, authors, storytellers and publishers to produce picture storybooks for learners in indigenous languages.

Organizing Seminars and workshops for teachers on the need for improvisation of instructional materials: Seminars and workshops should also be organized for the teachers during the holidays to expose them to how to make simple picture storybooks themselves and how to teach storytelling with illustrations.

Use of indigenous languages should be encouraged: Lots of brightly coloured visuals and other teaching aids should be provided in all primary classrooms and this should be available for all subjects. Teachers in Nigeria should use the mother tongue or language of immediate environment to teach children in Pre-school. Teachers can deliberately bridge the gap in listening between girls and boys by giving the boys more opportunities to engage activities to build their listening skills. This can be achieved during activities such as listening games, songs, stories, discussions and interviews. Nigerian parents should communicate with their children in their indigenous languages more than the English Language. They should also tell their children their indigenous stories regularly. This should begin even before they start school. Due to the language policy on pre-primary and lower primary classes, all pre-service teachers of pre-school and primary education studies should be proficient in at least one Nigerian language, since they will be teaching at the preschool and lower primary classes and parents at home as well.

Teacher/pupil ratio syndrome: The teacher/pupil ratio of 1:25 with a helper/an assistant stated in the National Policy on Education (FGN, 2014) for the Early childhood class is likely to be a problem in the sense that the developmental characteristics and the needs of the preschoolers have not been considered. Mahon (2018) then suggested a ratio of 1:4 for age zero=three (o-3) and a ratio one- eight (1:8) for ages four to six as providing opportunities for adequate individual attention to every child in the class and, hence, aiding optimal development of the children. If the ratio is not feasible in Nigeria it would probably be the result of a shortage of manpower. The highest ratio for this level ought not to exceed 1:15 with one assistant, or 1:25 with two assistants.

The use of mother tongue as a medium of instruction: It has been established by scholars that education in the mother tongue is more effective and relevant to the needs of young children. Globally, it is posited that initial education in the mother tongue facilitates second- or foreign-language learning (Obemeata, 2015). Invariably, the more accurate a child's knowledge is of his/her own language, the more efficient and adequate his/her translation to English (as a second language) will be.

One of the goals of primary education in Nigeria is inculcation of permanent literacy and the ability to communicate effectively (FGN, 2014). Literacy creates the foundation for a lifetime and allows a wide range of opportunities. Pre-school literacy involves developing oral and written communication in all subject areas. Pre-school learners can learn literacy skills through instruction and practice of speaking (story telling), reading, writing and listening (Grayson, 2013). Listening is the process of taking in information through the sense of hearing and making meaning from what was heard. Listening comprehension prepares young children for later reading comprehension (Jalongo, 2018). This may be the reason why Brown (2012) submitted that it is crucial for a child to develop good listening skills in order to cope with the academic demands of school and to learn adequate literacy skills. Listening skill helps children to guide their self-inquiry and discover their individual

possibilities. Children who are active listeners can incorporate the things they hear faster in their framework of knowledge than a more passive counterpart. In his own view, Tramel (2011) observed that Children can also exhibit better concentration and memory when they develop good listening skill.

Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Roskos, Christie and Richgels, 2013). Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Gilbert, 2015). Listening is central to a child's development of other skills, including survival, social and intellectual skills. (Wolvin and Coakley, 2010). Listening comprehension is considered one of the skills most predictive of overall, long-term school success (Brigman, Lane and Switzer, 2011). Gallets (2015) revealed that storytelling improves the listening skills of children.

In spite of the many advantages embedded in teaching listening to children, an observation of the teaching and learning activities in our early schools revealed adequate attention has not been given to the use of stories in improving learners listening skills. This supports the report of Smith (2013) that despite the fact that listening is the language skill that is used the most, it is the one that is taught the least in the classroom. The fact that listening has been neglected or poorly taught may have stemmed from the belief that it is a passive skill and that merely exposing learners to the spoken language provides adequate instruction in listening comprehension (Call, 1995). What may not be realized however is that stories which employ the use of illustrations are vital in teaching listening skills to children. This study focused on the use of stories listening among pre-school children.

Statement of the Problem

Psychologists such as Sigmund Freud and Erik Ericson opinionated that early childhood experiences have a lot of implications on the later life of individuals. The rearing practices which the child is exposed to influences the values, norms, and belief of individuals even in later life. The contents of the knowledge which the child is exposed to early in life are bedrock to later education and life. There is a scriptural injunction that says "train up a child in the way he should go and when he is old, he will not depart from it. From this injunction, conclusion can be reached quickly that the manner of teaching a child to learn in pre-primary school days go a long way to help him through his educational pursuit and even more in his later life.

Tales and stories are effective and useful listening materials for children to develop listening skills in comprehension and literacy both in their first and second language (Zevenbergenn and Whitehurst, 2013). Storytelling is one of the oldest methods of communicating ideas and images (Mello, 2011). In the traditional African societies, young children were told stories by their parents, grandparents, uncles and aunts. According to Omoleye (1997), folktales played a very important role in the community life of Nigerians. Although the stories were unwritten, they have been passed down from generations without losing their originality. As important as storytelling is to the education of young children, it is not accorded adequate attention in early childhood care education in Nigeria (Mello, 2011 and Philip 2010). It has been observed that children spend more time with the electronic media and lesser time listening to stories because parents lead such busy lives that they no longer have time to read bedtime stories to their children (TalkTalk Group, 2011) instead they prefer their children to fill their evenings watching the television and playing games (Paton, 2012). This had really affected the listening skills embedded in story telling which one the rich Africa culture common among Africans is because listening helps children in learning. It was on this backdrop that the research was aimed at using stories to improve listening skills among pre-school in Ayamelum Local Government Area.

As a result of dissatisfaction in pre-school teaching, toys, diagrams, story books, charts, pictorials among others are invaluable instructional requirements that are lacking in most of the **early childhood education** schools presently. It was against this background that the researchers intend to embark on the study use of stories to improve listening skills among pre-school in Ayamelum Local Government Area.

Purpose of the Study

The main purpose of the study was to examine the use of stories to improve listening skills among early childhood school children in Ayamelum Local Government Area. Specifically, the study sought to:

1. Examine the importance of using stories to improve listening skills among pre-school children in Ayamelum Local Government Area.

2. **Investigate the obstacles that affect the use of stories to improve listening skills among pre-school children** in Ayamelum Local Government Area**.**

3. Ascertain the solutions to the obstacles affecting the use **of stories to improve listening skills among pre-school children** in Ayamelum Local Government Area

Research Questions

The following research questions were formulated to guide the study:

1. What is the relevance of using stories to improve listening skills among pre-school children in Ayamelum Local Government Area**?**

2. **What are the obstacles that affect the use of stories to improve listening skills among pre-**school children in Ayamelum Local Government Area**?**

3. What are the solutions to the obstacles affecting the use **of stories to improve listening skills among pre-**school children in Ayamelum Local Government Area?

Method

The research design adopted for this study is survey research design. The design concerns itself with the ability to sample the representative of the population on which the researchers wishes to generalize and to know whether it measured accurately the characteristics which it may be reported (Nworgu, 2009).

The area of this study is AyamelumLocal Government Area of Anambra state. It has the following towns: Anaku, Omor, Umerum, Umubo, Igbakwu, Ifite-Ogwari, Umueje and Omasi. There are many occupations in this area of study like farming, civil service, trading, etc. The local Government is bounded by Uzowani L.G.A in the North, Anambra West in the West, Anambra East in the South, Awka North in the east. The Local government area is populated with farmers, traders and civil servant. The major inhabitations of the area are farming.

The population of the study consisted of all the pre-school teachers in Ayamelumlocal government area of Anambra Sate. The total population of the study is one thousand, two hundred and sixty two (2451) teachers. The researchers used simple random sampling technique to select(10) schools out of the 20 schools in Ayamelum Local Government Area as sample of the study and stratified sampling techniques was used to select 10 teachers in the (10) sampledearly childhood and care schools in Ayamelum Local Government Area. A total of 100 respondents were selected out of the entire population of the study. The instrument to be used for data collection was structured questionnaire. The questionnaires were constructed based on the research questions. The questionnaires had two section A and section B. section A were contains respondents personal data while section B were contains respondents questionnaire instrument. Data collected was presented and analysed using table and arithmetic mean (X) on likert four type scales for clear analysis and discussion. The options and their respective ratings are thus presented as follows: Strongly Agree (SA) = 4, Agree (A) =3, Disagree (D) =2, Strongly Disagree (SD)= 1.The mean is therefore calculated as $X = \dfrac{4+3+2+1}{4} = \dfrac{10}{4} = 2.50$

Decision Rule

Decision was made based on acceptance and rejection. This means that any mean value of the respondents which is up to 2.5 and above will be accepted and below 2.5 will be rejected.

Research Question 1: What is the relevance of using stories to improve listening skills among early

childhood school children in Ayamelum Local Government Area?

Table 1: Mean rating of responses on the relevance of using stories to improve listening skills among early childhood school children.

S/N	QUESTIONNAIRE ITEMS	$\overline{X}$	DECISION
1.	Improves the listening skills of children and retention capacity	3.3	Accepted
2.	Sustenance of traditional belief and culture	2.84	Accepted
3.	Enhances Social and Emotional Development	2.48	Accepted
4.	Enhances Cognitive Development	2.64	Accepted
5.	Language Development	2.98	Accepted
6.	Promotes and enhance communication skills	2.66	Accepted

From the above table, the items 1, 2, 3, 4, 5 and 6 were all accepted. It shows that the respondents mean scores were above the average fixed mean score of 2.5. Therefore, it can be concluded that all the items in research question one were all accepted as importance of using stories to improve listening skills among early childhood school children which shows that stories improves the listening skills of children and retention capacity, **enhances social and emotional development, enhances cognitive development, language development and** promotes and enhance communication skills.

Research Question 2: What are the obstacles that affect the use of stories to improve listening skills among pre-school children in Ayamelum Local Government Area?

Table 2 Mean rating response of the **obstacles affecting use of stories to improve listening skills among pre-**school children.

S/N	QUESTIONNAIRE ITEMS	$\overline{X}$	DECISION
1.	Problems of school Funding	2.88	Accepted
2.	Government poor participation in ECCE	3.27	Accepted
3.	Inadequate classroom time for reading	2.82	Accepted
4.	Inadequate instructional materials like story books	2.45	Accepted
5.	Teacher's Poor teaching method	2.62	Accepted
6.	Teachers lack of knowledge on improvisation of story books	2.97	Accepted

From the above table, the items 8, 9, 10, 11, 12, 13 and 14 were all accepted. It shows that the respondents mean scores of the responses were above the average fixed mean score of 2.5. Therefore it can be concluded that problems of school funding, **government poor participation in ECCE,** inadequate classroom space, inadequate instructional materials, teacher's poor teaching method and

teachers' lack of knowledge on improvisation of materials.

Research Question 3: What are the solutions to the obstacles affecting the use **of stories to improve listening skills among pre-**school children in Ayamelum Local Government Area?

Table 3 Mean rating of responses on solutions to the obstacles affecting the use **of stories to improve listening skills among** pre-school children**.**

S/N	QUESTIONNAIRE ITEMS		DECISION
1.	Provision of adequate time in the class timetable for storytelling to encourage active listening to encourage active listening among early children	3.26	Accepted
2.	Parents should always tell their children their indigenous stories regularly to encourage active listening early enough from home	2.64	Accepted.
3.	Adequate provision of story and picture books and other teaching materials in the library and classroom to encourage active	2.63	Accepted
4.	Children should be encouraged to watch visual story films to build their listening skills	2.62	Accepted
5.	Seminars and workshops should also be organized for the teachers to expose them to how to make simple picture storybooks themselves and how to teach storytelling with illustrations so as to improve students listening skill	3.19	Accepted
6.	Teachers in Nigeria should use the mother tongue or language of immediate environment to tell stories so as to enhance listening skill pupils	2.71	Accepted.

From the above table, the items 13, 14, 15, 16, 17 and 18, were all accepted. It shows that the respondents mean scores were above the average fixed mean score of 2.5. Therefore it can be concluded that provision of story and picture books in school library to encourage active listening among early children, parents should always tell their children their indigenous stories regularly to encourage active listening early enough from home, government should participate in provision of adequate classroom space and teaching materials, seminars and workshops should also be organized for the teachers and teachers in Nigeria should use the mother tongue or language of immediate environment to teach.

Discussion of Findings

Research question one examined the importance of using stories to improve listening skills among early childhood school children in Ayamelum Local Government Area. The findings shows that use of stories improves the listening skills of children and retention capacity, sustains traditional belief

and culture, **enhances social and emotional development, enhances cognitive development, language development and** promotes and enhance communication skills. This findingis in agreement with Gallets (2015) revealed that storytelling improves the listening skills of children. The study were also in line with Mello (2011). Storytelling is one of the oldest methods of communicating ideas and images.

Research question two examined **the problems facing Early Childhood** school children in Ayamelum Local Government Area. The findings from the study revealed that problems of school funding, **government poor participation in ECCE,** inadequate classroom space, inadequate instructional materials, teacher's poor teaching method and teachers lack of knowledge on improvisation of materials. This is in line with Bloom, (2014), who noted that Teacher's Poor teaching method and teachers lack of knowledge on improvisation of materials are the major problems facing learners in teaching.

The research question three examined the solutions to the problems **of Early Childhood** school children in Ayamelum Local Government Area. The findings from the study revealed that provision of story and picture books in school library to encourage active listening among early children, parents should always tell their children their indigenous stories regularly to encourage active listening early enough from home, government should participate in provision of adequate classroom space and teaching materials, seminars and workshops should also be organized for the teachers and teachers in Nigeria should use the mother tongue or language of immediate environment to teach.This is in agreement with Okoro (2014) who stated that the quality of the teachers, provision of adequate classroom and paying of teachers salary determines the strength of any educational system and the value of the learners.

Conclusion

The importance of using stories to improve listening skills among early childhood school children showed that using stories improves the listening skills of children and retention capacity, **enhances social and emotional development, enhances cognitive development, language development and** promotes and enhance communication skills. **Problems facing Pre-school** were revealed as problems of school funding, **government poor participation in ECCE,** inadequate classroom space, inadequate instructional materials, teacher's poor teaching method and teacher's lack of knowledge on improvisation of materials. Solutions to the problems **of Pre-school** in the study area were listed as provision of story and picture books in school library to encourage active listening among early children, parents should always tell their children their indigenous stories regularly to encourage active listening early enough from home, government should participate in provision of adequate classroom space and teaching materials, seminars and workshops should also be organized for the teachers and teachers in Nigeria should use the mother tongue or language of immediate environment to teach.

Recommendations

There is need for state ministry of education officials to enforce the regulations laid down by the Federal Ministry of Education in regard to the provisions of pre-school.

i.   Adequate time should be allocated in the pre-school classroom for teaching of listening using stories.
ii.   Parents should lay a solid background for listening skill in children by telling them a lot of stories at home.
iii. Adequate instructional materials such as books, cassettes and tape recorders should be provided to aid teachers in teaching listening.
iv.   Teachers should be made to improve their teaching methods through seminars and workshops

REFERNECES

Abd-El-phallic, R. and Boulaoude, N. (2011) Teachers Attitude towards Accounting Teaching and Its Effects on Learner's performance. *International Journal of Accounting.* 3(4), 6-45.

Anderson, R. H. (2012). *Implications of Early Children Education for Life Long Learning.* Chicago: National Society for the Study of Education. Year Book II

Barnard, W. M. (2011). Early *Intervention, Parent Involvement in Early Schooling and Long-term School Success.* Doctoral Dissertation, Unpublished: University of Wisconsin, Madison.

Bloom, G. E. (2014) .*Comparative Education.* Agbor: P.O.N. Publishers Ltd.

Brigman, M., Lane, W. & Switzer, P. (2011). Welfare-to- work single mothers' perspectives on parent involvement in Head Start: Implications for parent-teacher collaboration. **Pre-school Journal, 30(3),** 145-150.

Call, H. (1995). The Effect of Parental Education on Marital Fertility in Developing Country. *Journal of Academic and Applied Studies.* 2(2), 12- 21.

Federal Government of Nigeria (2014) *Improving Education in Nigeria*: Printing Division: Federal Ministry of Information.

Federal Republic of Nigeria (2014) *National Policy on Education*: Printing Division: Federal Ministry of Information.

Federal Republic of Nigeria (FRN, 2016): *The National Policy on Education*: Lagos, National Educational Research and Development centre (NERDC).

Gallets, I. (2015) *Child and education*: What do we really know? Baltimore, MD: Johns Hopkins University Press.

Grayson, E. (2016). Parents and Nursery schools. *Study Bulletin of Institution of study, University of Toronto* 2(9), 21-44.

Gregory, R. (2014). Parent-school involvement during the early adolescent years. **Teachers College Record, 9(4),** *568-588*.

Isbel, N. (2014). *Research and Statistics in Education and Social Sciences.Method and Applications. Science Education Department*: Nuelcenti Publishers and Academic press Ltd.

Maduewesi, B. U. (2019). *General curriculum methodology*: Nkwogwu. Joy Educational Publishers.

Mello, N. (2011). Pre-primary Education: The Dilemma of Relevance in Contemporary Nigeria. *British Journal of Educational Studies and Society,* 62(10), 1-8.

Miedel, K. and Reynolds, C. (2018) *Education as a transmission of Culture*: Academic Press.

Nworgu, B. G. (2009). *Educational Research. Basic Issues and Methodology*: Wisdom Publishers.

Obemeata, E. (2015). *Technology in Teacher Education*: INJER Ltd.

Okureme, C. O. (2013). Teachers' Quality as Correlates of Learners Academic Performance in Accounting in Senior Secondary Schools of Ondo State, Nigeria. *Online Journal of Education Research.* 1(6), 108-114.

Omoifo, M. U. (2012) .*The Language and Thought of the Child.* Revised Edition: Routtledge and Kougal Publishers.

Omoleye, W. N. (1997). Extent of implementation of teacher personnel policies in Primary Schools in Awka educational zone of Anambra State, *Unizik Orient Journal of Education.* 1(3), 53-86.

Paton, J. (2012). *The Language and Thought of the Child.* Revised Edition, London: Routtledge and Kougal Publishers.

Philip, F. C. (2010). Assessing Our Complex Explanations For Learners' Learning; *Presented At the University Of Delawar General Education Institute.* 1(6), 8-14.

Purdy, M. (2010).*The impact of Pre-school*. Revised Edition: Routtledge and Kougal Publishers.

Smith, K. A. (2013). Pre-primary Education: The Dilemma of Relevance in Contemporary Nigeria. *British Journal of Educational Studies and Society* 62(10): 1-8.

Sylva, J. (2019). School/family/community partnerships: Caring for the children we share. **Phi Delta Kappan, 7(6),** 701-712.

TalkTalk Group (2011). The Kindergarten Year: Findings from the Early Childhood Longitudinal Kindergarten Class of 1998-99 *Washington D.C.: National Centre for Education Statistics.*

Tanner, S. (2013). Long-term effects of early childhood programs on cognitive and school outcomes. *The Future of Children*, 25-50. http://dx.doi.org/10.2307/1602366

Tor-Anyiin, I. M. (2018). *Pre-school and its Effects on Education and Later Life.* Abraka: Project Work, Unpublished, Faculty of Education, Delta State University, Abraka.

Zevenbergenn, Y. and Whitehurst, G. (2013). *Computer and Cooperative learning in children*: McGraw-hill.

IMPACT OF FLOODING ON SPORTING AND ACADEMIC ACTIVITIES IN PRIMARY SCHOOLS IN ANAMBRA WEST LOCAL GOVERNMENT AREA, ANAMBRA STATE

IWUNO PETER CHUKWUNWEIKE
Department of Primary Education
Nwafor Orizu College of Education, Nsugbe, Anambra State.
Email: peteriwuno1@gmail.com

&

IWUNO CHIAMAKA MARTHA
Department of Health and Physical Education,
Nwafor Orizu College of Education, Nsugbe, Anambra State.
Email: iwunochiamka@gmail.com

Abstract

Flooding has over years been ravaging riverine communities in Anambra State. Anambra West Local Government Area is one of the frequently affected areas. Recently in 2022, there was another devastating flooding that affected the entire area and schools were not spared in the devastation. This paper examined the impact of flooding on the sporting and academic activities in primary schools in Anambra West Local Government Area. Three research questions were formulated to guide the study. The design adopted for the research is descriptive survey research design. Population of the study comprised all the 312 teachers in 52 public primary schools (conventional and migrant) in Anambra West L.G.A. A sample of 150 teachers were selected from the population and used for the study through random sampling technique (balloting). The instrument for data collection was a structured questionnaire developed by the researchers. It was validated by three experts: one in Measurement and Evaluation, one in Physical Education and one in Primary Education. The reliability of the instrument was ascertained using Cronbach Alpha which yielded 0.72. The collected data was analyzed using mean and standard deviation. The major finding after data analysis was data flooding impacts greatly on sporting and academic activities in primary school. It was recommended that during flooding schools in the area should be relocated non-flood prone areas for academic and sporting activities and their academic calendar should be adjusted.

Introduction

Human anxiousness as well as quest to improve survival chances and gain better control over the environment has indeed succeeded through man's constant exploration, exploitation and alteration of the natural environment. This has enabled man to achieve urbanization, industrialization and development in general.

These developments have not come without a very high price due to the vindictive nature of the environment. The result of human development is the evolution of serious environmental problems such as deforestation, erosion, global warming, flooding, pollution and recently climate change. These environmental problems have prevailed more in the developing nations of the world, including Nigeria.

Flooding particularly is one of these environmental problems that have caused a lot of disaster to the world. According to Merrianm-Webster (2012), flooding is a rising and over flowing of a body of water especially onto normally a dry land. Furthermore, flood can be considered as significant rise of water level in a stream, lake, reservoir or even coastal region and in any case where land becomes covered by water (Gukani, 2010). Similarly, Hornby (2014) sees flood as an overflowing or irruption of a great body of water over land not usually submerged. It is an extreme weather event naturally caused by rising global temperature which results in heavy downpour, thermal expansion of the ocean and glacier melt, which in turn result in rise in sea level, thereby causing salt water to inundate coastal lands. Flood, according to Resonzweig (2009) can be defined as an unusual accumulation of water above the ground, which is caused by high tides, heavy rainfall or rapid run off from paved surfaces. Similarly, Nwafor (2006) defined flood as a natural hazard like drought and dissertation that occurs as an extreme hydrological event.

Across the globe, floods have posed tremendous danger to people's lives and properties. Smith (2012) opined that urban flooding has resulted in major loss of human lives, destruction of economic and social infrastructure such as water supply, electricity, roads and railway lives. Educational institutions including primary schools are affected. In schools for example academic activities are disrupted. Physical activities such as sporting activities are also hinder. Academic activities are the school programmes events and activities designed to enable pupils learn the subject matter or curriculum content successful (teaching and learning activities). The term academic is used to describe the things that relate to work done in schools, colleges and universities (Collins English Dictionary)

Sport activities, a*ccording to Hornby (2014), is any form of competitive physical activity or game that aims to use, maintain or improve physical ability and skills. They are games such as football, basket ball and other competitive leisure activities which need physical effort, for example, badminton, volley ball, tennis, table tennis and exercise.* Exercise is a body activity that enhances or maintains physical fitness and overall health & wellness. Exercise is any movement that makes your muscles work and requires your body to burn calories. Exercise is energetic physical or mental effort, usually for health or betterment, such as running or doing crossword puzzles primarily for his own fitness and satisfaction. Exercise help pupils keep a healthy weight and lower their risk of some diseases. Exercise is a natural anti-anxiety treatment; it relieves tension and stress, boosts physical and mental energy and enhances wellbeing.

Some theories are related to the study. Among them is Bayesian theory of flood. This theory highlighted the causes and prevention of flood in a given environment. Though society influences flooding as the manner individuals behave towards environment brings flooding.

Some research findings point to the causes and effects of flooding. Echendu (2017) conducted a study on the impact of flooding on Nigeria's sustainable development goals (SDG's), The researcher found that the flooding problems in Nigeria could hamper efforts towards achieving the UN 2030 target of SDGs.

Maria (2017) conducted a research on the impact of flooding on road transport: A depth disruption function. The researcher highlighted that during extreme weather events, transport infrastructure can be directly or indirectly damaged, posing a threat to human safety and causing significant disruption and associated economic and social impacts. Some primary school pupils do not live near the school, so they come by transport. When there is flooding they may not make it to school. Jie Jin, (2016) conducted research on evaluating the impact and risk of pluvial flash flood on intra-urban road network: A case study in the city of center of Shanghai, China. The work highlights that novel method is presented to measure the impact of pluvial flood on urban roads. The researcher

concluded that the flood response is a function of spatio-temporal distribution of precipitation and local characteristics (i.e. drainage and topography) and pluvial flash flood is found to lead to proportional but non linear impact on intra-urban road inundation risk.

Amadi (2013) carried out a study on effects of flooding on the secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Data of this study were obtained from questionnaires and interviews. The sample consists of 90 respondents. Survey design was used. The result of the study showed that floods in Omoku occurred mostly at the event of rainfall intensity and preferably occurred in the month of September and October and affect schools in the area.

Proactive measures are necessary to combat flooding in various times. Puja (2015) stated that proactive and preventive options involving structural and non structural measures such as checking of dams, levees, flood walls and adequate drainage systems will help to control periodic inundation in the areas that are liable to flooding. In this study, the researchers investigated the impact of flooding on sport and academic activities in primary school in Anambra West Local Government Area.

Statement of the Problem

The Anambra West Local Government Area is situated on a flat terrain which is poorly drained by the adjoining rivers which constitute the drainage basin of the entire area. Incidentally this area experience long duration of rainy seasons, but its poor drainage channels resulted in severe flooding in the Area. In most cases, flooding occur in schools, market places and commercial areas. The flood has often constituted a serious problem to both academic and sporting activities in primary schools. Improper planning has resulted to flooding, building and other structures were built across and along flood water path as well as flood plains, thus obstructing the flow of storm run-off, which result in the redirection of storm-off into the streets, school premises, market places to cause flash flood.

Thus, in the areas of flooding most of the pupils in the area are forced to stay indoors away from all forms of activities. There is a drastic reduction of academic, sports and economic activities after every occurrence due to flood in the area. Most times school premises are flooded for months which lead to disruption of academic and other activities in that school premises. From previous study, government, environmental agencies, and individuals have not done much to prevent and control flooding in the Anambra West Local Government Area. It is based on this note that the researchers sought to carry out a study on the impacts of flooding on the sporting and academic activities in primary school in Anambra West Local Government Area of Anambra State and proffer solutions.

Purpose of the Study

The general purpose of this study was to assess the impacts of flooding on sporting and academic activities in primary schools in Anambra West Local Government Area.

Specifically, the study intended to:

1. Determine the effects of flooding on sporting activities in Primary school in Anambra West Local Government Area.
2. Determine the effects of flooding on academic activities of primary schools in Anambra West Local Government Area.
3. Determine how the impact of flooding on sporting and academic activities public primary schools in Anambra West Local Government Area can be mitigated.

Research Questions

The following research questions were generated for the study:

1. What are the effects of flooding on sporting activities in Primary school in Anambra West Local Government Area?
2. What are the effects of flooding on academic activities of primary schools in Anambra West Local Government Area?
3. How can the impact of flooding on sporting and academic activities primary schools in Anambra West Local Government Area can be mitigated?

Method

The design for this research is survey research design. The research was carried out in Anambra West

Local Government Area of Anambra State. The population consist 312 primary school teachers in the Local Government Area. Samples of 150 teachers were randomly selected from public Primary schools in the area. The instrument for this study was questionnaire. The questionnaire consists of two-sections A and B. Section A contains teachers Bio-data while section B contains 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The instrument was validated by one expert - measurement and evaluation, one expert in Physical and Health Education and one Expert in Primary Education. *The reliability of the instrument was ascertained using Cronbach Alpha which yielded 0.72*. The data collected was analyzed using mean and standard deviation.

Results

Research Question 1

What are the effects of flooding on sporting activities of public primary schools in Anambra West Local Government Area?

Table 1: Men rating of response on the effects of flooding on sporting activities in Primary School, Anambra West Local Government Area.

Items	SD	$\bar{x}$	Decision
Flood can make pupils not to be taking, part in exercise	15	2.88	Agree
Primary schools cannot do inter-house sports	25	2.83	Agree
It leads to defacing of field which makes track and football activities impossible	20	3.00	Agree
Flood can lead to lack of interest in sporting activities	20	3.16	Agree
Students do not engage in games	25	2.83	Agree

Table 1: Above, items 11, 12, 13, 14, and 15 with mean score the score of 2.88, 2.83, 300, 3.00, 3.16 and 2.88 were above the discussion rule of 2.50 and were accepted by the respondents. This implies that all items on the table above are the effects of flood on sporting activities in Anambra West. However, item 15 with mean score of 2.88 was identified as major effects of flooding on sporting activities in Anambra West Local Government Area according to respondents where as item 12 with mean score of 2.83 was identified as the least effects of the flooding on sporting activities in Anambra West.

Research Question 2

What are the effects of flooding on academic activities of public primary schools in Anambra West?

Table 2: Mean rating on the effects of flooding on academic activities of primary schools in Anambra West.

Items	SD	$\bar{x}$	Decision
Flooding can be blamed for loss of learning hours affecting the quality of education	20	3.16	Agree
It makes school to record high number of absenteeism	25	2.83	Agree
It damages school infrastructure and property such as furniture, books, classrooms and toilets if it occurs in the school premises	20	300	Agree
Flooding creates unfavorable learning conditions for students	20	3.00	Agree
Flooding lead to closure of school premises thereby interrupting academic activities	15	2.88	Agree

Table 2, above, items 6, 7, 8, 9 and 10 with the mean scores of 3.16, 2.85, 3.00, 3.00 and 2.88 were above the decision rule of 2.50 and were accepted by the respondents. This implies that all the items on

the table above are the effects of flooding on academic activities in Anambra West. However, item 6 with mean score of 3.16 was identified as major effects of flooding on academic activities in Anambra west Local Government Area according to respondents whereas item 7 with mean score of 2.83 was identified as the least effects of flooding on academic activities in Anambra West.

Research Question 3
How can the effects of flooding on sporting and academic activities in primary schools in Anambra West Local Government Area be mitigated?
Table 1: Mean rating of responses on how the effects of flooding on sporting and academic activities in Anambra west Local Government Area can be mitigated.

S/N	Items	SD	$\bar{?}$	Decision
11	Temporary relocation of primary school activities in flooded areas to non-flood prone area	25	3.03	Agree
12	Resorting to only sporting activities that can be done in water such as swimming	20	3.16	Agree
13	Virtual teaching and learning	33	3.13	Agree
14	Controlling flood menace by building good drainage system	32	3.26	Agree
15	Having a different calendar of academic and sports events for primary schools in flood prone area	23	3.13	Agree

The data presented above indicated that items 11, 12, 13, 14 and 15 with mean scores of 3.03, 3.16, 3.13, 3.26 and 3.13 were above the decision rule of 2.50. This implies that all the items on the table are the effects of flooding on socio-economic activities in Anambra West. However, item 14 with mean score of 3.26 was identified as major effects of flooding on socio-economic activities in Anambra West Primary schools whereas item 12 with mean score of 3.03 was identified as least effects of flooding on socio-economic activities in Anambra West.

Discussion of result
From table 1, the study indicated that there is a lot effects on the socio-economic activities in Anambra west Local Government Area. Among them are destruction of social amenities, accidents on the roads, destruction of sports arena, destruction of goods and services etc.

Furthermore, results showed that there is a high effect of flooding on socio-economic, sporting activities and academic activities. In the flood prone zone, both sporting activities and academic activities are disrupted for the whole of the flood which brings lack of interest and low performance on the pupils.

Conclusion
Flooding has great impact on the sporting and academic activities in primary schools. The effects of flooding on sporting activities and academic activities in Anambra West includes high number of absenteeism of pupils, high rate of drop out, destruction of school infrastructure, lack of sporting activities, unfavourable learning environment, etc. Therefore, people of Anambra West Local Government Area, the government and primary school heads should do anything possible to prevent flooding so that pupils in the area should enjoy sporting activities and uninterrupted academic activities like their counterparts in other places that are not flooded.

Recommendations
From the findings above, the following are recommended:
❖ Federal and state government through Ministry of Sports should build recreational camps for displaced persons when flooding occurs.
❖ A temporary learning centres should be built for flood victims so that they can continue their

primary education.

❖   Game masters and coaches in primary school should not give up on encouraging the sports activities of their pupils during flood period. They can resort to water sports such as swimming in mildly flooded area.

References

Amadi, F. (2013). *Errors in Nigeria Journalism Theories*: Smarth Publishing.

CRED (2010): Annual disaster statistical review 2009: The numbers and trends. *Centre for Research on the Epidemiology of Disasters (CRED).*

Echendu, AJ. (2017). *Impact of flooding on Nigeria's Sustainable development goals (SDGs).* Retrieved from Scholargoogle.com

Elmer J.H. (20*13). Social problems of the Urban Man.* The Dorsey Press;, Irwin-Dorsey Ltd. Georgetown.

GUKANI (2010): *Flood and water management Act 2010:* Chapter 29. Government of the United Kingdom and Northern Ireland (GUKANI) London, Her Majesty's Stationery Office.

Horny, A.S. (2014). *Oxford advanced learners dictionary of current English* (6th edition): Oxford University press.

Maria, P. (2017). *The impact of flooding on road transport: A depth-disruption function* retrieved from sciencedirect.com

Merriam-Webster (2012). *Mean of flooding:* Merriam-Webster Dictionary Inc.

Nwafor, J.C. (2006). *Environmental impact assessment for sustainable development: The Nigerian perspective*: EL 'DEMAK pubs, Pp. 359-394.

Puja, S.D. (2015). Non-structural flood mitigation measures for dhaka city. *Urban Water 1999,1, 145-153.*

Smith, K. (2012). *Environmental Hazards*: Routledge.