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EDITORIAL

This academic publication of the defunct Department of Educational Foundation has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Art and Social Sciences Education. Innovative article generation and peer review programs were initiated and doggedly implemented to enable to return of Nigeria Journal of Education Foundation to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

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PEDAGOGICAL AND TECHNICAL SKILLS NEEDED BY BUSINESS EDUCATION TEACHER TRAINEES FOR EFFECTIVE TEACHING OF FINANCIAL ACCOUNTING IN SECONDARY SCHOOLS

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Abstract

To produce competitive secondary school leavers, educational institutions require qualified teachers with world class pedagogical and technical skills but unfortunately, many of business education teacher trainees seem to lack the pedagogical and technical skills needed to accomplish effective financial accounting instruction. Therefore, this study determines and identifies the pedagogical and technical skills needed by Business education graduates for effective teaching of financial accounting in secondary schools. The study employed a descriptive survey research design using researchers designed questionnaire structured on 4-point Likert scale as instrument for data collection. A total of 275 respondents comprising of 25 lecturers and 250 students were sampled from a population of 625 using stratified random sampling technique. Data collected were analysed using mean and standard deviation to answer the research question and independent t-test to test the null hypotheses at 0.05

level of significance. The results showed from the perception of Business educators and students that pedagogical and technical skills are needed by Business Education graduates for effective teaching of financial accounting. It was also discovered that significant difference exists between the opinion of Business Educators and students on the pedagogical skills needed by Business education graduates for effective teaching of financial accounting in secondary schools but no significant difference exists between the opinion of Business Educator and Students on the technical skills needed by Business education graduates for effective teaching of financial accounting in secondary schools. The studies concluded that pedagogical and technical skills are importantly needed by Business Education graduates for effective teaching of financial accounting in secondary schools. It was recommended among others that the development of pedagogical and technical skills should be given ultimate priority by lecturers during teachers training programme in the university.

Keywords: Business Education, Financial Accounting, Pedagogical and Technical skills.

Introduction

Business education is part of the total program of education in Nigeria which prepares individuals for specialized occupation in business field and provides general knowledge about business. It is the education for and about business or training business skills (Esene, 2012). Business education is a vocational program that equips recipients with relevant and saleable skills and knowledge for managing self business, rendering professional services as business teachers, secretary, marketer, office manager or function effectively in any other world of work (Ezenwafor, 2012; Onojetah, 2012). Obi and Otamiri (2010) noted that a duly educated business preceptors may be effective in all of the following disciplines, depending on specialisation teaching at secondary schools and tertiary institutions, office clerk, word processor, marketing representative, accounting officer and entrepreneurs. The main goal of the business education program is to produce good educators who can inculcate business subjects into students at both secondary and advanced institutions. This

means that graduates of business education (accounting education option) by the virtue of their training; are expected to effectively teach financial accounting and other business subjects in secondary school.

A critical stage in the growth of both the nation and the person is secondary education. The education gained after primary school, according to Adamu (2020) is referred to as secondary education. Secondary education in Nigeria is distinguished by the change from a component of obligatory education (upper basic education) to a selective education for adolescents and adults (senior secondary schools). Realization of government intention through the provision of quality secondary education is therefore necessary in generating the opportunities and benefit of socio-economic development of the country (Onsumu, Muthaka, Ngware, Kosembi 2006). One of the indicators of quality education at all levels of education is effective teaching of various subjects (including financial accounting).

While teaching is a deliberate and conscious effort of imparting knowledge, skills, attitude, values and vocations to the learners; effective teaching is that teaching exercise that follows the required technical and pedagogical procedures; from which learners gain satisfactorily and instructional goals are achieved. Uwameiye and Ogunbamerun (2012) posited that effective teaching is a systematic, rational and organized process of translating knowledge, skills attitude and values to learners in accordance with certain professional principles. Effective teaching could be measured by the level at which teachers possess technical skills of a particular subject and able to use teaching pedagogy in achieving subject objectives (Fakeye, 2012; Bhowmik, Banerjee & Banerjee, 2013). Therefore, the effectiveness of financial accounting instruction in secondary schools depends largely on the amount of pedagogical and technical skills needed and possessed by graduates in performing the teaching task. Meanwhile authors have expressed that there is high correlation between what the teachers know and teach and how they teach it (Fakeye, 2012). This means that teachers' level of job skills will determine their effectiveness on the job and academic attainment of the learners.

Skill is an established knowledge for performing a task in an acceptable way. It is the ability of doing a particular job competently

(Etonyeaku, Kanu, Ezeji & Chukwuma, 2014). Pedagogy refers to the teaching skills and activities used by the teacher to enable students acquire the necessary knowledge and skills relating to different subject areas. Bhowmik, Banerjee and Banerjee (2013) corroborated that pedagogy is the art of teaching using an array of strategies and professional procedure. Therefore, pedagogical skills are the professional knowledge, skills, strategies and procedure necessary for effective teaching of school subjects. Technical skills are the attributes and qualities which enable one to perform the task within a particular occupation to a defined standard. Technical skills which are sometimes referred to as functional skills are those which relate to the competencies and knowledge that are essential in order for a person to do a particular job appropriately. In this regard, technical skills are knowledge of financial accounting which has to do with mastery of subject contents.

To produce competitive secondary school leavers, educational institutions require qualified teachers with world class pedagogical and technical skills. Odunowo (2016) expresses that “as a matter of fact, university business education graduates ought to possess the needed technical skills for effective teaching of financial accounting in secondary schools”. Unfortunately, many of business education graduates who are prospective teachers of business subjects seem to lack the skills needed to accomplish effective financial accounting instruction; most of them often run away from teaching especially that of financial accounting after graduation. They prefer to teach other business subjects like commerce, business studies, office practice and insurance. This may be due to lack of prerequisite skills needed for effective financial accounting instruction. Adamu’s and Dhalum’s (2021) investigation supported this view by stressing that graduates of business education demonstrate questionable and low levels of technical skills, which are expected of them by employers of labour because many of them were unable to prepare and present accounting information that management needs for decision-making, let alone information intended for the general public. Similarly, Usoro (2010) bemoaned the underwhelming performance of recent business education graduates in the workplace due to a lack of technical proficiency to meet their employers' expectations, which occasionally

results in layoffs. Imeokparia and Ediagbonya (2012) found a disconnection between what is taught in colleges and what employers are looking for. The foregoing shows that there is problem regarding the display of employability skills (technical and pedagogical skills inclusive) by business education graduates. Meanwhile, there is the need for business education graduates to have needed skills for effective teaching of financial accounting in secondary schools to promote saleable skill acquisition. This study was conducted identify the various pedagogical and technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools in order to contribute to professional knowledge development in the field of business education particularly accounting education. Therefore, the main purpose of this study is to determine the pedagogical and technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools in Ogun state.

Research Questions

The following research questions were raised and answered in this study:

1. What are the pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools?
2. What are the technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools?

Research Hypotheses

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

HO₁ There is no significant difference between the mean rating of educators and students on pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools.

HO₂ There is no significant difference between the mean rating of educators and students on technical skills needed by business

education graduates for effective teaching of financial accounting in secondary schools.

Methodology

The study employed a descriptive survey research design. The population of study consists of 908 respondents comprising of 25 lecturers and 883 final year business education students of the two state-owned universities (Tai Solarin University of Education, Ijagun and Olabisi Onabanjo University, Ago Iwoye). The population comprises of 661 respondents (648 students and 13 lecturers) of Tai Solarin University of Education and 247 respondents (235 students and 12 lecturers) of Olabisi Onabanjo University, Ago-Iwoye. Using proportionate stratified sampling technique, a sample of 245 respondents (220 teachers and 25 lecturers) was selected from the total population. This sample comprises of 162 students and 13 lecturers of Tai Solarin University of Education and 58 students and 12 lecturers of Olabisi Onabanjo University, Ago Iwoye. A structured questionnaire comprising of 20 items developed by the researchers was administered for data collection. All items of the questionnaire were placed on a modified four-point rating scale of Highly Needed (4); needed (3); Slightly Needed (2) and Not Needed (1). The questionnaire was given to experts in Business Education who make corrections and suggestions to ensure its face and content validity. It was also pilot tested twice at interval of two week on 40 respondents at University of Lagos and data obtained were correlated; yielding a correlation coefficient of 0.76 which showed that the instrument is reliable. Data collected were analyzed using mean and standard deviation to answer the research questions and t-test to test the hypotheses.

Results

Research Question One: What are the pedagogical skills needed by business teacher trainees for effective teaching of financial accounting in secondary schools?

Table 1: Mean Rating and Standard Deviation of Business Education Students’ and lecturers’ Opinion on Pedagogical Skills Needed by Business Trainees for Effective Teaching of Financial Accounting

S/N	Aspects of pedagogical skills in Financial Accounting	Mean	Std. Dev
1	Ability to identify and clarify financial accounting instructional objectives to students	3.25	0.61
2	Ability to use specialized teaching methods and strategies during financial accounting instruction	3.58	0.49
3	Ability to conducts students assessment and progress monitoring strategies	3.04	0.57
4	Ability to effectively manage and control class during financial accounting instruction	3.07	0.77
5	Ability to bring innovation into financial accounting instruction	2.97	0.41
6	Ability to adopt best global practices in teaching financial accounting	3.22	0.67
7	Ability to use general teaching methodologies and techniques to teach financial accounting	3.19	0.52
8	Ability to effectively apply formative and summative evaluation to check learners’ attainments.	3.07	0.59
9	Ability to communicate and interact effectively with the learners during financial accounting class	2.95	0.49
10	Ability to apply unique teaching strategies for special accounting topics	3.07	0.62
Grand Mean		3.14	

Result of analysis in Table 1 shows that all the ten items on pedagogical skills revealed mean rating between 2.95 and 3.58 which are higher than the average mean of 2.50. Also, the cluster mean of 3.14 which is above the average mean of 2.50 indicates that ability to identify and clarify

instructional objectives; use specialized teaching methods and strategies instruction; conducts students assessment and monitor progress in learning; effectively manage and control classroom during instruction; bring innovation into teaching; adopt best global practices in teaching; use general teaching methodologies and techniques for instruction; effectively apply formative and summative evaluation to check learners' attainments; communicate and interact effectively in class and apply unique teaching strategies for special accounting topics are all pedagogical skills needed by business education graduates for excellent instruction of financial accounting in secondary schools. Also, the standard deviation which ranges from 0.41 to 0.77 showed that the respondents were homogeneous in their opinion on the pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools.

Research Question Two: What are the technical skills needed by business teacher trainees for effective teaching of financial accounting in secondary schools?

Table 2: Mean Rating and Standard Deviation of Business Education Students’ and Lecturers’ Opinion on Technical Skills Needed by Business Education Trainees for Effective Teaching of Financial Accounting

S/N	Aspects of Technical skills in Financial Accounting	Mean	Std. Dev
1	Ability to prepare books of accounts from source	3.14	0.36
2	Ability to prepare ledgers and extract trial balance	2.86	0.78
3	Ability to apply double entry principles in preparation of accounts	3.42	0.59
4	Ability to apply accounting concepts and conventions	3.01	0.66
5	Ability to prepare financial statements for profit making organization	3.07	0.81
6	Knowledge of special accounts preparation	3.39	0.61
7	Ability to prepare accounts of non-profit making organization	3.37	0.56
8	Ability to prepare public sector accounts	3.22	0.58
9	Knowledge of Interpretation of financial statement using ratios	3.25	0.73
10	Ability to prepare financial statements from incomplete records	3.22	0.65
Grand Mean		3.19	

Result of analysis in Table 2 shows that all the ten items on technical skills revealed mean ratings between 2.86 and 3.42 which are higher than the average mean of 2.50. Also, the cluster mean of 3.19 which is above the average mean of 2.50 indicates that ability to prepare books of accounts from source; prepare ledgers and extract trial balance; apply double entry principles in preparation of accounts, prepare financial statements for different organizations, apply accounting concepts, prepare special accounts, prepare accounts of non-profit making organization, prepare public sector accounts, knowledge of Interpretation of financial statement using ratios and prepare financial statements from incomplete records are

the technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools. In addition, the standard deviation which ranges from 0.41 to 0.77 showed that the respondents were homogeneous in their opinion on the technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools.

Hypothesis One: There is no significant difference between the mean rating of educators and business education trainees on the pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools.

Table 3: T-test Analysis on the Difference between the Mean Rating of Business Educators and Business Teacher Trainees on the Pedagogical Skills Needed by Business Education Trainees for Effective Teaching of Financial Accounting

Status	N	Mean	Std. Dev.	df	t-v	Sig(2-tailed)
Educators	25	33.92	1.95			
Students	250	31.18	2.05	273	6.39	0.00

The result of data analysis presented in Table 3 shows a t-value of 6.39 and a significant value of 0.00. The computed significant value of 0.00 is less than alpha significant of 0.05 at which it is been tested; therefore, the null hypothesis which states that there is no significant difference in the mean rating of business educators and students on pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools is rejected. Therefore, the analysis shows that there is significant difference between the mean rating of business educators and students on the pedagogical skills pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools.

Hypothesis Two: There is no significant difference between the mean rating of educators and students on technical skills needed by business

education graduates for effective teaching of financial accounting in secondary schools.

Table 4:T-test Analysis on the Difference between the Mean Rating of Business Educators and students on the Technical Skills Needed by Business Education Graduates for Effective Teaching of Financial Accounting

Status	N	Mean	Std. Dev.	df	t-v	Sig(2-tailed)
Educators	25	32.20	2.59			
Students	250	31.92	2.51	273	0.53	0.59

The result of data analysis presented in Table 4 shows a t-value of 0.53 and a significant value of 0.59. The computed significant value of 0.59 is greater than the alpha significant of 0.05 at which it is been tested; therefore, the null hypothesis which states that there is no significant difference in the mean rating of business educators and students on technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools is hereby accepted. Therefore, there is no significant difference between the mean rating of business educators and students on the technical skillsneeded by business education graduates for effective teaching of financial accounting in secondary schools.

Discussion of Findings

The study found that pedagogical skills such as ability to identify and clarify instructional objectives; use specialized teaching methods and strategies instruction; conducts students assessment and monitor progress in learning; effectively manage and control classroom during instruction; bring innovation into teaching; adopt best global practices in teaching; use general teaching methodologies and techniques for instruction; effectively apply formative and summative evaluation to check learners’ attainments; communicate and interact effectively in class and apply unique teaching strategies for special accounting topics are all needed by business education graduates for excellent instruction of financial accounting instruction. This

results shows that business teachers must be knowledgeable about a variety of teaching techniques that take into account the enormous range and complexity of business students as well as the financial accounting subjects. This finding is consistent with Onuekwa and Adizi's (2018) submission, which found that pedagogical skills are crucial for business education lecturers to possess in order to effectively teach business courses in tertiary institutions. Similarly, Shehu, Dalhatu, Ladan and Baraya (2020) noted that lecturers in business education are highly required to have solid knowledge of the curriculum and pedagogical abilities in order to teach successfully and to present a lesson in logical order.

It was also found that there is significant difference between the mean rating of business educators and students on the pedagogical skills needed by business education graduates for effective teaching of financial accounting in secondary schools. This result shows that Business educators and students differ in their opinion regarding the pedagogical skills needed by business education graduates for teaching financial accounting in secondary schools. The result indicates that the ratings of business educators are higher than that of students on the pedagogical skills needed for effective financial accounting instruction. Onuekwa and Adizi's (2018) assertion that a good business educator needs to have the ability to deliver course content, computer skills, good communication skills, pedagogical skills, as well as public/human relation skills, is in tandem with this finding.

It was found through the research question one that technical skills in accounting are needed for effective teaching of financial accounting in secondary schools. these skills include: ability to prepare books of accounts from source; prepare ledgers and extract trial balance; apply double entry principles in preparation of accounts, prepare financial statements for different organizations, apply accounting concepts, prepare special accounts, prepare accounts of non-profit making organization, prepare public sector accounts, knowledge of Interpretation of financial statement using ratios and prepare financial statements from incomplete records. This finding could be attributed to the fact that technical skills are the knowledge required to carry out a particular job and Business Education graduates need knowledge and competencies of accounting subjects to be able to offer effective teaching. This result is consistent with Cotton's (2010) argument

that there should be a need for a model of technical skills provision that can be recognized worldwide due to rising labour mobility across national boundaries. Likewise, Green (2011) underlined the necessity for business education graduates to have technical skills in addition to conceptual skills in order to better handle the competitive pressure of the global technology and knowledge age. This finding is in total agreement with the results of Adamu and Dhalum (2021) that Business Education graduates need to have a certain level of technical capabilities to pursue employment in accounting.

It was also found that there is no significant difference between the mean rating of business educators and students on the technical skills needed by business education graduates for effective teaching of financial accounting in secondary schools. This finding signifies that lecturers' and students are of the same opinion on the importance of technical skills for effective teaching financial accounting in secondary schools. This result is consistent with the report by Adamu and Dhalum (2021), which found that there was no discernible difference between employers of labour in teaching and non-teaching jobs on the technical skills needed by graduates of business education for careers in accounting. Similar to this, Rigby (2002) advises that graduates of business education must possess technical skills in order to be prepared to address societal challenges related to economics, finance, and technology and to be capable of performing their jobs and providing employers with the services they require.

Conclusion

Based on analysis and findings of this study, it was concluded that both pedagogical (which has to do with how to teach) and technical skills (which concern the knowledge of what to teach) are essentially and crucially needed by Business Education graduates for effective financial accounting instruction in secondary schools based on the perception of business educators and students.

Recommendation

The following recommendations were suggested based on the results and conclusion of the study:

1. Development of pedagogical and technical skills should be given ultimate priority by lecturers during teachers training programme in the university. This could be achieved by employing the relevant facilities and experts during teachers training course in the universities and paying attention to teaching practice exercise that will enable trainers to match theoretical knowledge with the reality in the teaching profession.
2. Government and other private employers of teachers should make sure that those that do not pass through training are not employed to teach financial accounting as they may not have the needed pedagogical skills for effective teaching.
3. On-the-job training programmes should be organized for financial accounting teachers to update their pedagogical skills to keep abreast of latest teaching pedagogy relevant for 21st century teaching profession.

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SELF-EFFICACY AND PEER PRESSURE AS CORRELATES OF SUBSTANCE ABUSE AMONG SECONDARY SCHOOL ADOLESCENTS IN DUTSIN-MA LGA, KATSINA STATE

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Abstract

This study investigated Self-efficacy and peer pressure as correlates of substance abuse among secondary school adolescents in Dutsin-ma LGA, Katsina state. This study adopted correlation research design. The population of the study comprised of 2,776 SS II in all the 9 public senior secondary schools in the Local Government. The simple random sampling technique was used to select 7 public senior secondary schools. It was also used select to 30 SS II students from each of the 7 public senior secondary school students who are between 12 to 21 years making a total number of 210 respondents for the study. The researcher employed three research instruments; Peer Pressure Scale and Substance Abuse Scale adapted from Farrell and White, (2018). Self-Efficacy Scale adapted from Lampert (2007). The reliability index of each of the instruments were; Peer Pressure Scale (PPS) 0.67, Substance Abuse Scale (SAS) 0.69 and Self-Efficacy Scale (SES) 0.70 respectively. The research questions 1 and 2 were answered using Mean and Standard Deviation. Also, research hypotheses 1 and 2 were analyzed using Pearson Product Moment Correlation (PPMC) Statistic while research hypotheses 3 and 4 were tested using t-

test all at 0.05 level of significance. Based on the findings of this study the followings conclusions were made; The finding revealed that level of Self-Efficacy of female secondary school adolescents was higher (mean score 43.86) than the male counterpart (mean score 21.96). The level of peer pressure of male secondary school adolescents was higher (mean score 23.45) than the female counterpart (mean score 11.96). There was a significant relationship between Self-Efficacy and substance abuse among secondary school adolescents (.r- value =0.72 > 0.05). There exist a significant relationship between peer pressure and substance abuse among secondary school adolescents (.r- value = 0.84 > 0.05). There was significant difference in the Self-efficacy and substance abuse among secondary school adolescents on the basis of gender (.t- value =2.32 > 0.05). There is significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender (.t- value =2.14 > 0.05). The following recommendations among others were made; There should be in-service training organize by school administrators for adolescents which will help foster positive efficacy beliefs against substance abuse. Care givers and parents should ensure that only positive peer pressures are allowed around students.

Keyword: Adolescent, Self-efficacy, Peer Pressure, Substance Abuse

Introduction

Adolescent period is a time when many young people take the opportunity assess themselves as well as begin the process of seeking out their own personal identities. Part of this process includes questioning previously accepted beliefs and guidance given in childhood and maintaining a distance from adult influences. Young ones during this period often, rely on their peer group for support, approval and behavior models (Aribiyi, 2006). Adolescents are particularly vulnerable to peer pressure, because they are at a stage of development, when they are separating more from their parents' influence but have not yet established their own values or understanding about human relationship or the consequences of their behaviour.

They are also typically striving for social acceptance at this stage and may be willing to engage in behaviours that will allow them to be accepted but are against their better judgment. At this stage whether male or female the pattern thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skill to make healthy choices. Thus, number of adolescents who lack proper monitoring and negative or low self-efficacy spent much of their time with peers at parties, “hanging out” at malls, dating, talking and unwanted substance (Osgood & Anderson, 2004).

Substance abuse has emerged as one of the major public-health challenges facing the world today. According to Afuwai (2016), adolescence and young adulthood are critical risk periods for the initiation of tobacco and alcohol use. According to the National Centre on Addiction and Substance Abuse, more than 90% of people with a substance problem began smoking, drinking or using other drugs before age 18. According to the Odejide, (2019), substance abuse is a pattern of recurrent use that leads to damaging consequences. Damaging consequences may involve failure to meet one’s major role responsibilities (e.g, as a student, worker, or parent) , putting oneself in situations where substance use is physically dangerous (e.g, mixing driving and substance use), encountering repeated problem with the law arising from substance use (e.g, multiple arrest for substance –related behaviour), or having recurring social or interpersonal problem because of substance use (e.g., repeatedly getting into fights when drinking) (Afuwai, 2016).

Self-efficacy refers to the consciousness of an inner ability, strength and potential; adolescents have to exert control over one’s own motivation, behavior, and social environment. Self-efficacy determines the emotional, psychological and physical development of adolescents. Hall and Vance (2010), found that self-efficacy are thoughts or ideas people hold about their abilities to perform those tasks necessary to achieve a desired outcome which can influence people’s behaviour either positively or negatively based on their perception of their abilities concerning a particular task. Individuals with higher self-efficacy are likely to handle situations with calmness and hence may adjust to situations better than those who do not have high self-efficacy.

Lanpert (2007), found that self-efficacy significantly predicts substance abuse among school adolescents. This implies that adolescents with low self-efficacy usually engage in substance abuse. It further found that male adolescents engage in substance abuse than their female counterpart. This is because male adolescents are associated with high Self-efficacy. Contrary to this, Hall and Vance (2010), found that students' adolescents with low self-efficacy are not likely to engage in substance abuse rather than other environmental factors. It further revealed that both female and male student adolescents can be prone to substance abuse if there is an avenue for it

According to Farrell and White (2018), peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Ryan, 2010). Ryan (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because these behaviours commonly occur in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics (Fayombo & Aremu, 2010).

Fayombo and Aremu (2010), found that significant relationship between peer pressure and substance abuse among secondary school adolescents. It further revealed that peer pressure can be negative or positive. They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boy friend/girl friend, Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as

alternative to stealing which may eventually graduate into armed robbery. (Arief, 2011)

Gender may have positive and negative influence on in-school adolescent substance abuse (Fayombo & Aremu, 2010). This implies that male in-school adolescents do take substance abuse than female students. According to Eneh and Stanley (2014), gender usually refers to traits and behaviours that a particular culture judges to be appropriate for men and women. This implies that both male and female in-school adolescents do not differ in the substance abuse. Barnes (2012), stated that although the majority of the researcher shows that parent attachment is stronger in female, female may also be more likely than boys to draw support from other sources, such as peers, because female may be more active in the pursuit of relatedness in the context of their peer relations. Hay and Ashman (2003), found that females were more influenced by peer relations than males. It has also been revealed that girls do better in school, get higher grades and can graduate from high school at a higher level than boys (Aryana, 2010).

The alarming evidence in the prevalence of drug abuse, the effects and consequences of substance abuse among students has called for concern and challenge to all helping professions to mount strategies of equipping youths with skills of living devoid of substance abuse. In Nigeria today, the consequences of substance use are diverse, including acute and chronic health, social as well as psychological problems. There is disruption of interpersonal relationships particularly within the family, marginalization, criminal behaviour, school failure, vocational problems and failure to achieve normal adolescent developmental tasks, yet these adolescents are expected to be the leaders of the country in the future when they do not even have any focus for the future. Several studies carried out among the secondary school students on drug abuse by Eneh, and Stanley (2014). Obianwu, (2005), found that students and youths are involved in cannabis abuse and stimulants such as amphetamines and cannabis. Therefore, this study seeks to examine Self-efficacy and Peer Pressure as correlates of substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State

The main purpose of this study is to investigate Self-efficacy and Peer Pressure as correlates of substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State. Specifically, this study seeks to:

1. find out the level of Self-efficacy among secondary school adolescents in Dutsin-Ma LGA, Katsina state.
2. examine the level of Peer Pressure among secondary school adolescents in Dutsin-Ma LGA, Katsina state
3. investigate the significant relationship between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State.
4. determine the significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State.
5. find out significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender
6. determine the significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender

Research Questions

The following research questions were raised to guide the conduct of this study:

1. What is the level of Self-efficacy among secondary school adolescents in Dutsin-Ma LGA, Katsina State?
2. What is the Level of Peer Pressure among secondary school adolescents in Dutsin-Ma LGA, Katsina state?
3. Is there any significant relationship between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State?
4. Is there any significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State?

5. Is there any significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender?
6. Is there any significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender?

Research Hypotheses

The following null hypotheses were formulated and tested in the study.

H₀₁: There is no significant relationship Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina

H₀₂: There is no significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State

H₀₃: There is no significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender

H₀₄: There is no significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender

Methodology

This study adopted the correlation research design. According to Nworgu (2006), this type of study seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. The population of the study comprised of 2,776 SS II in all the 9 public senior secondary schools in Dutsin-Ma Local Government, Katsina State. (*Source: Dutsin-Ma Zonal Education Quality Assurance, 2021*). The simple random sampling technique was used to select 7 public senior secondary schools. It was also used to 30 SS II from each of the 7 public senior secondary school students who are between the ages of 12 to 21 years old, making a total of 210 respondents for this study.

The researcher employed three instruments; Peer Pressure Scale and Substance Abuse Scale adapted from Farrell and White, (2018). Self-efficacy Scale adapted from Lampert (2007). Each of the instruments has 10 items with 4 points scale ranging from Strongly Disagree (1), to Disagree (2), Agree (3) and Strongly Agree (4). The reliability index of each of the instruments are; Peer Pressure Scale (PPS) 0.67, Substance Abuse Scale (SAS) 0.69 and Self-efficacy Scale (SES) 0.70 respectively. The research questions 1 and were answered using Mean and Standard Deviation. Also, research hypotheses 1 and 2 were analyzed through Pearson Product Moment Correlation (PPMC) Statistic while hypothesis 3 and 4 were tested using t-test all at 0.05 level of significance.

Results

Answering of Research Questions

Research Question 1: What is the level of Self-efficacy between female and male secondary school adolescents in Dutsin-Ma LGA, Katsina State?

Table1: Showing Mean and Standard Deviation of level of Self-efficacy between female and male secondary school adolescents in Dutsin-Ma LGA, Katsina State

Gender	N	Mean	SD	Decision
Female	116	43.86	12.33	High
Male	109	21.96	11.77	Low

Table 1 revealed that male adolescents had mean score of 21.96, female adolescents had mean score of 43.86. This implies that the level of female secondary school adolescents in Dutsin-Ma LGA, Katsina State was higher than male counterpart.

Research Question 2: What is the level of peer pressure between female and male secondary school adolescents in Dutsin-Ma LGA, Katsina State?

Table 2: Showing Mean and Standard Deviation of level of peer pressure between female and male secondary school adolescents in Dutsin-Ma LGA, Katsina State

Gender	N	Mean	SD	Decision
Female	116	11.96	10.12	Low
Male	109	23.45	11.13	High

Table 2 revealed that male adolescents had mean score of 23.45, female adolescents had mean score of 11.96. This implies that the level of peer pressure of male secondary school adolescents in Dutsin-Ma LGA, Katsina State was higher than the female adolescents.

H0₁: There is no significant relationship between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State

Table 3: Showing Correlation between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State

Variables	N	Mean	SD	Df	Cal .r- Value	Critical r-value	Decision
Self- efficacy	210	31.56	2.01	208	0.72	0.22	Rejected
Substance Abuse	210	23.86	2.21				

$P > 0.05$

Table 3 revealed that the calculated r-value (0.72) is greater than the Critical r-value (0.22) at 0.05 level of significance and 208 degree of freedom. Hence, the null hypothesis is rejected. This implies that there is a significant relationship between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State

H0₂: There is no significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State

Table 4: Showing Correlation between peer pressure and substance abuse among secondary school adolescents in Dutsin-ma LGA, Katsina State

Variables	N	Mean	SD	Df	Cal .r- Value	Critical r-value	Decision
Peer Pressure	210	24.76	2.13	208	0.84	0.14	Rejected
Substance Abuse	210	53.48	2.11				

P>0.05

Table 4 showed that the calculated r-value (0.84) is greater than the Critical r-value (0.14) at 0.05 level of significance and 208 degree of freedom. Hence, the null hypothesis is rejected. This implies that there exists significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State.

H03: There is no significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender

Table 5: Showing t- test on difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-ma LGA, Katsina State on the basis of gender

Gender	N	Mean	SD	Df	T-cal Value	T- crit. value	Decision
Female	113	2.67	0.12	208	2.32	1.38	Rejected
Male	97	2.93	0.22				

P>0.05

Table 5 revealed that the t-calculated value is greater than the t-critical value of 1.38 at 0.05 level of significance. Hence, the null hypothesis that states there is no significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma

LGA, Katsina State between female and male is therefore rejected. This implies that there is a significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender.

H₀₄: There is no significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-ma LGA, Katsina State on the basis of gender

Table 6: Showing t- test on difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender

Gender	N	Mean	SD	Df	T-cal Value	T-crit. value	Decision
Female	113	2.35	0.12	208	2.14	1.85	Rejected
Male	97	2.31	0.28				

$P > 0.05$

Table 6 revealed that the t-calculated value is greater than the t-critical value of 1.85 at 0.05 level of significance. Hence, the null hypothesis that states there is no significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State between female and male is therefore rejected. This implies that there is a significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State on the basis of gender is therefore rejected.

Discussion of Findings

Research question one revealed that male adolescents had mean score of 21.96, female adolescents had mean score of 43.86. This implies that the level of Self-efficacy of male secondary school adolescents in Dutsin-Ma LGA, Katsina State was low than the female adolescents. The finding of this study corroborates with Lanpert, (2007), who found that male adolescents had low level self-efficacy compare to their female counterpart. Contrary to this, Hall and Vance (2010), found that adolescent

female students do have low self-efficacy while the male students do have high self-efficacy.

Research question two revealed that female adolescents had mean score of 23.45, male adolescents had mean score of 11.96. This implies that the level of peer pressure of male secondary school adolescents in Dutsin-Ma LGA, Katsina State was higher than the female adolescents. This study is in line with Fayombo and Aremu (2010), found that the level of peer pressure among the male secondary school adolescents was higher than the female. While Eneh and Stanley (2014), found that peer pressure among the female secondary school adolescents was higher than the male counterpart.

The result of hypothesis one showed that there was a significant relationship between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State. The finding of this study agrees with Lanpert (2007), found that self-efficacy significantly predicts substance abuse among secondary school students. This implies that adolescents with low self-efficacy usually engage in substance abuse. Contrary to this, Hall and Vance (2010), found that self-efficacy cannot significantly predicts substance abuse among secondary school students but other personal variables.

The result of hypothesis two revealed that there exists a significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State. The finding of this study agrees with Farrell and White (2018), found that there exists significant relationship between peer pressure and substance abuse among secondary school adolescents. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Opposing to this by Arief, (2011) found that found that peer pressure can be negative or positive. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics.

The result of hypothesis three revealed there is a significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State between female and male. This implies that male adolescents had low level self-efficacy

compare to their female counterpart. The finding of this study is supported by Lanpert, (2007), who found that male adolescents had low level self-efficacy compare to their female counterpart. Contrary to this, Hall and Vance (2010), found that adolescent female students do have low self-efficacy while the male students do have high self-efficacy.

The result of hypothesis four revealed that there is a significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State between female and male. This study is in line with Farrell and White (2018), found that level of peer pressure among the male secondary school adolescents was high than the female. While Eneh, and Stanley (2014), found that peer pressure among the female secondary school adolescents was higher than the male.

Conclusion

Based on the findings of this study the followings conclusions were made. The level of Self-efficacy of male secondary school adolescents in Dutsin-Ma LGA, Katsina State was low than the female adolescents. The level of peer pressure of male secondary school adolescents in Dutsin-Ma LGA, Katsina State was high than the female adolescents. There was a significant relationship between Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State. There exists significant relationship between peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State. There is significant difference in the Self-efficacy and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State between female and male. There is significant difference in the peer pressure and substance abuse among secondary school adolescents in Dutsin-Ma LGA, Katsina State between female and male.

Recommendations

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

1. There should be in-service training organize by school administrators for adolescents which will help foster positive efficacy beliefs against substance abuse.
2. Care givers and parents should ensure that only positive peer pressures are allowed around students. As the implication of negative peer pressure can result to substance abuse.
3. Educational Psychologists and guidance counselors should be more active towards behaviour modification of student who may be found of substance abuse.
4. All students regardless of gender should ensure to develop positive self-efficacy and not keep peer group without positive influence.

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ASSESSMENT OF EDUCATIONAL RESOURCES FOR MENTALLY RETARDED STUDENTS IN KWARA STATE SCHOOL FOR SPECIAL NEEDS, ILORIN

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Abstract

Educational resources could make or mar the attainment of the goals of education in any educational setting. It is on the basis of this that the paper x-rayed the availability, adequacy and accessibility of educational resources for teaching of learning mentally retarded students. The population for this study comprised the entire thirty-five teachers, one hundred and ten students, one principal, and three vice principal, four nurses and eight caregivers. Purposive sampling technique was adopted to select all the entire staff in the school. Checklist was used to gather data after which they were validated and its reliability ascertained. The validity was carried out by two experts in the field of education while reliability was ensured through the use of test re-test method and reliability coefficient of .78 was obtained. The data collected were analyzed using descriptive

statistics of percentage. It was discovered that educational resources for mentally retarded students in Kwara State school for special needs were available, accessible and adequate. It was therefore recommended that government should encourage private individuals and organization to contribute to the provision of educational resources for the school of special needs.

Keywords: accessible, adequacy, assessment, educational resources, mentally retarded,

Introduction

Learners with disabilities are meant to benefit in the provision of education. It is therefore necessary to ensure that enabling environment is provided so that they could benefit from the provision of education. Such education that is meant for these categories of students is what is referred to as special education.

Special Needs Education could be described as a type of formal education designed to accommodate not only learners with disabilities but also the abused or marginalized learners like nomadic and street children including the gifted and talented who are less challenged with the regular curriculum and classroom activities (Individual with Disabilities Education Act, 2017). According to Ugbo (2017), Special Needs Education is described as a form of education designed to cater for the special educational needs of learners who require individually planned and systematically monitored arrangement of physical settings, special equipment, materials, special teaching procedures, and other interventions.

According to Eleri (2012), Nigeria was directly involved in special needs education in 1974 this led to the establishment of Federal Ministry of Education in 1974 which was asked to provide the much-needed leadership role. It also, made funds available not only for the training of all categories of special education teachers, but also for the setting up of special education units within the state ministries of education to provide educational programmes for children with special educational needs across Nigeria (Eleri, 2012).

Another milestone was the insertion and development of a section for special needs education, the first ever produced Nigeria National Policy on Education in 1977 and subsequently revised in 1981, 1998, 2004, 2007 and 2013. Section 7 of the National Policy on Education (Federal Republic Nigeria, 2013). Focuses on Special Needs Education. This policy document describes special education as a customized educational programme, designed to meet the unique needs of persons with special needs that the general education programme cannot cater for. The policy document further classifies special needs persons into Visual Impairment, Hearing Impairment, Physical and Health Impairment, Intellectual Disability, Emotional and Behavioural Disorders, Speech and Language Impairment, Learning Disabilities, Multiple Disabilities, the Gifted and Talented and Albinos (Federal Republic of Nigeria, 2013).

Kwara State School for Special Needs Ilorin is a public special need school located along Old Jebba road, opposite Kwara Television Authority, in the Eastern part of Ilorin, Kwara State. The school was established in March 1974. It was formally named as Kwara State School for the Deaf (that is, Hearing Impaired). In 1976, the state introduced a department for the blind (Visually Impaired) in the school. As a result, the name of the school was changed to Kwara State School for the Deaf and Blind. In 1982, the state also introduced another Department for the Mentally Retarded (MR) also known as Intellectually Disabled (ID) students in the school. The name of the school subsequent changed to Kwara State School for the Handicapped, until 2008 when the state government changed the school's name to Kwara State School for Special Needs due to the derogatory nature of the previous name. Since then, the school has been raining and graduating these three categories of students namely: visually impaired, hearing impairment and mentally retarded.

This study is pertinent in order to take a look at the available resources in the training of mentally retarded students in the school for special need so as to determine the goal of attainment of the implementation of the policy guiding the education of special need students. This will guide the policy makers to re-strategise and put things in place to guarantee the full implementation of the policy.

It is therefore, necessary to look in to the educational recourses being procured for the school for teaching and learning of students with special needs education in Kwara State school for special needs Ilorin, by the stakeholders which include the school management, teachers and student's caregivers who were responsible for the implementation of special needs education policy in Kwara State School for Special Needs, Ilorin. The present study therefore focused on assessment of special educational resources for the teaching of mentally retarded students in Kwara State School for Special Needs, Ilorin.

Special Needs Education and Special Education Needs

Special Needs Education has been by various scholars and in different perspectives as a form of education meant for learners with disabilities or handicapping conditions only. To National Teachers' Institute (NTI, 2018), special needs education is a complex and multi-layered system for meeting the special learning needs of learners. However, the definitions of special needs education as modifications, adaptations, adjustments, innovations and management of the curriculum, methods and materials in addition to the other resources and practices of regular schools to fit and meet the special learning needs of those who present different forms of disabilities and learning difficulties (Obani, 2006), is parochial. The definition of special education as a specially designed instruction, which meets the unique needs of exceptional children and similar others, have made the concept of special needs education very limited to learners with disabilities or handicapped learners. Also, the general notion of special education as being limited to persons with disabilities, have made it prone to labeling, prejudice and discrimination.

In order to correct the parochial view of special needs education as an educational programme meant for persons with disabilities alone, and to make it more encompassing as to include other categories of learners whose challenges are not disabilities but social conditions and outstanding cognitive abilities, Ugbo (2017) described special needs education as a broader term used in place of special education to accommodate not only learners with disabilities but also the abused or marginalized learners. Garuba (2006) agrees that Special Needs Education extends the categories

of children requiring special educational intervention to include non-traditional disability group like kid soldiers, street children, and those suffering from varying categories of abuse. National Policy on Education (FRN, 2013) simply puts special needs education as a formal education given to Persons with Special Needs. It is tailored towards Individualized Educational Program (IEP). Therefore, special needs education is a form of education designed to cater for the special learning needs of learners who require individually planned and systematically monitored arrangement of physical settings, special equipment and materials, special teaching procedure and other interventions. It accommodates learners with disabilities, at risk children and gifted and talented children. It is rendered at school, home and hospital bound settings.

However, Special Needs Education is not the same with Special Education Needs. Special Needs Education refers to an education programme designed to cater for learners with disabilities, abused and marginalized learners while Special Education Needs refers to the needs in the learners that must be met before learning can take place (Ugbo, 2017).

Facilities required for the implementation of special needs education policy

National Policy on Special Needs Education (FRN, 2013) listed some special equipment and facilities that would ensure easy access and implementation of Special Needs Education programs and services as follows:

Visual Impairment:

1. Training in Orientation and Mobility (O/M), Braille Reading and Writing, use of computer with 'Job Access With Speech(JAWS)' and repairs of special equipment and so on; and
2. The facilities/equipment for the visually impaired learners include, Everest Braille Embosser, Duxbury Braille translator, ominipage/open book, quick tack, Job Access with Speech (JAWS) for windows, acoustic cabinet, scanner, laptop, low vision aid sand devices, binocular, camera etc.

Hearing Impairment:

1. Training in Sign Language interpretation, audiometric technique (pure tone and speech audiometric) and computer application devices; and
2. The facilities/equipment include: audiometer, tympanometry, otoscope, video otoscope, tuning fork, Otoacoustic Emission (OAE), Auditory Brainstem Response (ABR), Auditory Steady State Response (ASSR) etc. Total communication (include aural, oral, lip reading and Sign Language interpretation), hearing aids, cochlea implants speech synthesizer, Teletype (TTY), doorbell, alarm, auto scope, etc.

Mental Retardation (Intellectual Disability/Intellectual Developmental Disability):

1. Training in daily living skills, self-help skills, livelihood skills; and
2. Materials include toys, plastic drawing sheets, jigsaw, puzzle, radio set, television set, etc.

National Policy on Special Needs Education in Nigeria

A policy is a guide to action, and it relates to a broader framework that involves putting into operation a philosophy, principle, vision and decision that are translated into various programmes, projects, and activities (Khan & Khandaker, 2016). A policy entails the broad statement of future goals and actions and expresses the means of attaining them. It is a framework of governmental intervention and covers a variety of activities. Special Needs Education Policy is a purposeful course of action that an actor or a set of actors such as professional special educators and paraprofessionals like physiotherapists, pathologists, braillists, sign language interpreters, note-takers, and son on follow in delivering quality and equitable education to students with special learning needs (Anderson, 2010).

Special needs education has been in existence in Kwara State since 1974. According to Obiakor (2011), Kwara State Government was the first in Nigeria to establish a public school for children with special educational

needs in March, 1974. The name of the school was Kwara State School for the Deaf (that is, Hearing Impaired). In 1976, the state introduced a department for the blind (Visually Impaired) in the school. As a result, the name of the school was changed to Kwara State School for the Deaf and Blind. In 1982, the state also introduced another department for the Mentally Retarded (MR) students now known as Intellectually Disabled (ID) in the school. The name of the school was also changed to Kwara State School for the Handicapped until 2008 when changed its name to Kwara State School for Special Needs due to the derogatory nature of the previous name (Bolu-Steve, Olawuyi & Gbolade, 2017). Since then, the school has been training and graduating these three categories of students with special educational needs in the state. The school has graduated deaf and blind students who are professors, lecturers, medical doctors and so on in their respective field today. Example is Professor Eleweke, a former student of Kwara State School for Special Needs, Ilorin; now a lecturer at Portland State University, Portland. The school comprise of three (3) units namely: the Visual Impairment, Hearing Impairment and Intellectual Disability Units. These units have different levels i.e. primary and secondary schools (Bolu-Steve, Olawuyi & Gbolade, 2017).

Field survey reported that the negative impact of inadequate special educational resources might have been making the graduated Senior Secondary School three students in Kwara State School for Special Needs not to be able to construct correct simple sentence after schooling for 13 to 15 years in the school. It was noticed that many students of the school dropped out and only few of those who were able to complete their secondary education struggled to be admitted into tertiary institutions due to mass failure in Senior School Certificate Examinations such as WAEC, and NECO, The drop out students and those who could not further their education due to failure live in poverty and constitute nuisance in the society. It was therefore, most beneficial to find a lasting solution to the problem of failure and thereby improve the lives of the disabled in the society in order to enable them contribute their quota to their society.

Many studies have been carried out in related areas and these include among others Adebisi and Onye (2013) who studied towards implementation and sustainability of special education service in Federal

Capital Territory Abuja. Bolu-Steve, Olawuyi and Gbolade (2017) investigated challenges encountered by students in the Kwara state school for special needs Ilorin. Ademefun (2016) investigated policy brief on inclusive and accessible basic education for children with disabilities in kwara state.

The purpose of this study was to assess educational resources for teaching mentally retarded students in Kwara State School for Special Needs, Ilorin. Specifically, the study aimed at:

1. finding out the availability of educational resources for the teaching of mentally retarded students in Kwara State School for Special Needs, Ilorin;
2. determining the accessibility of educational resources for the teaching of mentally retarded students in Kwara State School for Special Needs, Ilorin; and
3. examining the adequacy of educational resources for the teaching of mentally retarded students in Kwara State School for Special Needs, Ilorin.

Research Questions

The following research questions were raised to guide the study:

1. are there available educational resources for teaching for the teaching of mentally retarded students in Kwara State School for Special Needs, Ilorin?
2. how accessible are the educational resources for teaching for the teaching of mentally retarded students in Kwara State School for Special Needs, Ilorin?
3. how adequate are the educational resources for the teaching mentally retarded students in Kwara State School for Special Needs, Ilorin?

Methodology

Descriptive survey designed is adopted for this study. The population for this study comprised the entire thirty-five teachers, one hundred and ten students, one principal, and three vice principal, four nurses and eight caregivers as at June 2023. Purposive sampling technique

was adopted to select all the entire staff in the school. This sample technique is considered to be appropriate because these are the experts directly dealing with the students. Checklist was used as instrument to collect data and it was titled “Assessment of Special Educational Resources For Mentally Retarded Students Checklist” The scaled of measurement were in the following order of Available (AV), Not available (NA), Adequate (AD), Not Adequate (NAD), Accessible (AC), Not Accessible (NAC). To ensure validity of the instrument, the drafted copies of the instruments were given to two lecturers in the Department of Educational Management and one lecturer in the department of Social Sciences education, University of Ilorin for face, content and construct validity. Reliability of the instrument was ensured through test re-test method. In this method, twenty copies of the checklist were administered to the principal, vice principal, teachers and students which were not part of the sample within an interval of two weeks. Descriptive statistics of percentage was used to answer the research questions. However, 161 questionnaires were administered but 159 were returned for analysis.

Results

Research Question One: Are there available educational resources for teaching mentally retarded students in Kwara State School for special needs?

In order to answer this research question, respondents’ responses to items on the questionnaire were collated. The output of the analysis revealed in Table 1

Table 1 Availability of Educational Resources for Mentally Retarded Students

S/N	Items	AVAILABILITY	
		Available	Not Available
1	House Mouse	144 (90.6%)	15 (9.4%)
2	Toys	145 (91.2%)	14 (8.8%)
3	Plastic Drawing Sheet	139 (87.4%)	20 (12.6%)
4	Jigsaw	8 (5%)	151 (95%)
5	Puzzle	19 (11.9%)	140 (88.1%)
6	Radio Set	23 (14.5%)	136 (85.5%)
7	Television Set	138 (86.8%)	21 (13.2%)
8	Flannel Board	145 (91.2%)	14 (8.8%)
	Total Average	761 (59.8%)	511 (40.2%)

Source: Fieldwork, 2023

Table 1 shows the availability of educational resources for teaching for mentally retarded students in Kwara State School for special needs. It is evident from the table that, house mouse was available with 144 (90.6%) while 15 (9.4%) said it was not available. Also, toys were available with 145 (91.2%) while 14 (8.8%) said it was not available. Moreso, puzzle was available with 19 (11.9%) while 140 respondents with 88.1% said it was not available. Analysis of table shows that majority of the respondents 14.5% supported the view that radio set was available; 86.8% agreed that television set was available while 13.2% of the respondents were not available for teaching for mentally retarded students in Kwara State School for special needs. The table further shows that a large number of respondents 91.2% supported that flannel board was available for mentally retarded students in Kwara State School for special needs. In conclusion, majority of the respondents 59.8% supported the view that educational resources for teaching mentally retarded students in Kwara State School for special needs are available.

Research Question Two: How accessible are the educational resources for teaching mentally retarded students in Kwara State School for special needs?

In order to answer this research question, respondents' responses to items on the questionnaire were collated. The output of the analysis revealed in Table 2

Table 2 Accessibility of Educational Resources for Mentally Retarded Students

S/N	Items	ACCESSIBILITY	
		Accessible	Not Accessible
1	House Mouse	144 (90.6%)	15 (9.4%)
2	Toys	133 (83.6%)	26 (16.4%)
3	Plastic Drawing Sheet	136 (85.5%)	23 (14.5%)
4	Jigsaw	22 (13.8%)	137 (86.2%)
5	Puzzle	17 (10.7%)	142 (89.3%)
6	Radio Set	26 (16.4%)	133 (83.6%)
7	Television Set	137 (86.2%)	22 (13.8%)
8	Flannel Board	136 (85.5%)	23 (14.5%)
	Total Average	751 (59%)	521 (41%)

Source: Fieldwork, 2023

Table 2 shows how accessible are the educational resources for effective teaching for mentally retarded students in Kwara State School for special needs. It is evident from the table that, house mouse was accessible with 144 (90.6%) while 15 respondents with 9.4% said it was not accessible. Also, toys were accessible with 133 (83.6%) while 26 respondents with 16.4% said it was not accessible. Moreso, puzzle was accessible with 17 (10.7%) while 142 respondents with 89.3% were not accessible. Analysis of table shows that minority of the respondents 16.4% supported the view that radio set was accessible; 137 (86.2%) agreed that television set was accessible while 22 (13.8%) of the respondents were not accessible for teaching mentally retarded students in Kwara State School for special needs. On the question on the accessibility of volleyball, a sizeable number of respondents 85.5% indicated positive support. In

conclusion, majority of the respondents 59% supported the view that educational resources for teaching mentally retarded students in Kwara State School for special needs are accessible.

Research Question Three: How adequate are the educational resources for teaching mentally retarded students in Kwara State School for special needs?

In order to answer this research question, respondents’ responses to items on the questionnaire were collated. The output of the analysis revealed in Table 3

Table 3: Adequacy of Educational Resources for Mentally Retarded Students

S/N	Items	ADEQUACY	
		Adequate	Not Adequate
1	House Mouse	26 (16.4%)	133 (83.6%)
2	Toys	34 (21.4%)	125 (78.6%)
3	Plastic Drawing Sheet	36 (22.6%)	123 (77.4%)
4	Jigsaw	119 (74.8%)	112 (70.4%)
5	Puzzle	47 (29.6%)	112 (70.4%)
6	Radio Set	34 (21.4%)	125 (78.6%)
7	Television Set	33 (20.8%)	126 (79.2%)
8	Flannel Board	36 (22.6%)	123 (77.4%)
Total Average		365 (28.7%)	907 (71.3%)

Source: Fieldwork, 2023

Table 3 shows how adequate are the educational resources for effective teaching for mentally retarded students in Kwara State School for special needs. It is evident from the table that, house mouse was adequate with 26 (16.5%) while 133 respondents with 83.6% said it was not adequate. Also, computer toys were adequate with 34 (21.4%) while 125 respondents with 78.6% was not adequate. Moreso, puzzle was adequate with 47 (29.6%) while 112 respondents with 70.4% were not adequate. Analysis of table shows that minority of the respondents 21.4% supported the view that radio set was adequate; 33 (20.8%) agreed that television set

was adequate while 126 (79.2%) said it was not adequate for teaching mentally impaired students in Kwara State School for special needs. The table further shows that a small number of respondents 22.6% supported that flannel board was adequate for teaching mentally retarded students in Kwara State School for special needs. In conclusion, majority of the respondents 71.3% supported the view that educational resources for teaching mentally retarded students in Kwara State School for special needs are adequate.

Discussion of Findings

It was observed that the resources for the teaching of special need students at Kwara State School for special needs were available, accessible and adequate. This could be as a result of the adequate attention given to the school by the present administration in Kwara State.

- Findings revealed that the resources needed for the teaching of special need students at the Kwara State School for special needs were available;
- It was also discovered that the available resources for the teaching of special need students at the Kwara State School for special needs were accessible; and
- Findings shows that the resources needed for the teaching of special need students at the Kwara State School for special needs were adequate. These findings corroborate the findings of Eleri (2012) which stated that educational resources for the implementation of the elements of special education curriculum are available, accessible and adequate in Kwara State School for Special needs, Ilorin, Nigeria.

Conclusion

Educational resources, resources for teaching are very significant in education generally, and in special needs education in particular. For effective teaching and learning to take place in special needs education, necessary educational resources/teaching and learning materials must be readily available, accessible and adequate as no significant learning can take place in abstraction. Based on the findings of this study, it could be

concluded that majority of the needed educational resources for effective teaching of mentally retarded students are available, accessible and adequate.

Recommendations

From the findings and conclusions of this study, the following recommendations were made:

1. government should sustain the tempo of availability of the resources required in the teaching of special needs students in Kwara State School for special needs;
2. government should maintain and possibly improve on the accessibility of the resources needed in the teaching of special needs students in Kwara State School for special needs; and
3. government should improve on the adequacy of resources needed in the teaching of special need students in Kwara State School for special needs.

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ATTITUDE TO AND EFFECT OF VIRTUAL LEARNING ON UNDERGRADUATES' ACADEMIC PERFORMANCE IN AN EDUCATION CORE COURSE

By

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Abstract

The rapid advancement of technology has significantly transformed the landscape of education globally, with virtual learning emerging as a prominent mode of instruction. Influence of learners' attitude to virtual learning and its effect on their academic performance on research method course is of paramount to education stake holders and the society at large. This will increase need for high quality research that solve problems and meets global publishing standards. This research aims to explore and understand the attitudes of Nigerian university undergraduates towards virtual learning and its potential impact on their academic performance. This is action research and an ex-post facto research design was adopted. The study population is undergraduates who had taken both Measurements and Evaluation and research techniques courses in faculty of Education in a Nigerian University in 2018/2019 and 2019/2020 academic session. A purposive sampling technique was used to choose a total of 2,931 students who had scores in both courses. A researcher designed questionnaire with reliability coefficient of 0.79 was used to elicit information from the respondent on their attitude, while Profoma was used to collect their scores in the two courses. Descriptive and inferential statistics were used to analyse the data collected. The results revealed that the undergraduates have positive attitude to virtual learning of EDU 316 and this in turn brings about good performance in the course. Also, importance of discipline-specific nuances in the effectiveness of virtual learning was revealed. Based on the findings of the study, it was recommended among others that more

effort should be made to provide enabling environment for online learning through establishment of online learning facilities in all schools.

Keywords: Attitudes, virtual Learning, Academic performance, Education Core Course

Introduction

In recent years, the landscape of higher education has undergone a significant transformation globally with the integration of technology playing a pivotal role. The emergence of virtual learning environments has presented both opportunities and challenges for students, particularly in developing countries like Nigeria. As the world grapples with the implications of the COVID-19 pandemic, the reliance on virtual learning has become more pronounced, making it crucial to examine how Nigerian university undergraduates perceive and engage with this mode of education and its impact on their academic performance.

Virtual Learning is known as e-Learning, Web-based learning, online learning, distributed learning, computer-assisted instruction, Internet-based learning or Distance Learning (Anekwe, 2017). It is primarily a web-based system of education that makes information or knowledge available to users or learners. On the whole, virtual learning disregards geographic proximity. Transition to virtual learning is a multifaceted process influenced by various factors, including technological infrastructure, pedagogical strategies, and individual student attitudes. Understanding how Nigerian university undergraduates navigate this shift is essential for educators, policymakers, and institutions striving to enhance the quality of education in the digital age.

Attitude refers to a psychological construct that represents an individual's evaluation, feelings, and behavioral tendencies toward a particular object, person, group, event, or idea. Attitudes play a crucial role in shaping human behavior, influencing how individuals perceive and respond to the world around them. Success of virtual learning is contingent upon the attitudes and adaptability of students. The shift from face-to-face instruction to virtual platforms requires a fundamental change in the learning approach, and students' perceptions and attitudes play a pivotal

role in determining the efficacy of this transition. Understanding how Nigerian university undergraduates perceive and engage with virtual learning is essential for educators, administrators, and policymakers seeking to optimize the use of technology in higher education.

Furthermore, the impact of virtual learning on academic performance is a subject that warrants thorough investigation. While technology offers unprecedented opportunities for interactive and flexible learning, it also introduces potential challenges such as digital inequities, distractions, and the need for self-discipline. Consequently, there is a need to investigate how virtual learning may influence learners' academic performance especially in a must passed education core course (EDU 316) before graduation from faculty of Education in Nigerian University. Research methods (EDU 316) is a compulsory course that provides learners with comprehensive understanding of research methodologies and statistical analysis. Essentially students are required to apply information gained in these courses to conduct an autonomous investigation in their respective area of study. From experience as one of the lecturers teaching this course students' performance is unsatisfactory and this reflects in undergraduates project writing. This observation corroborates Okebukola (2002) and Awe (2020) submission that the academic achievements of university students in research methods examination do not match the increasing need for high-quality research that meets both local and national publishing standards, with the primary objective of making significant contributions to the existing body of knowledge.

There is a growing interest in exploring the dynamics of virtual learning in the Nigerian higher education context. A study by Gordon and Gabriel (2021) examined the challenges and opportunities of virtual learning in Nigerian universities, shedding light on the experiences of both students and educators during the initial phases of the pandemic-induced transition. Their findings underscored the importance of addressing technological disparities and providing adequate support systems to facilitate effective virtual learning. Maisha and Shetu (2023) delved into the factors influencing the acceptance and adoption of virtual learning platforms among students. Their research emphasized the significance of understanding students' attitudes, perceptions, and motivations towards

virtual learning, highlighting how these factors contribute to the overall success or failure of the virtual learning experience.

However, despite the growing body of literature on virtual learning in Nigeria, there remains a notable gap in research specifically examining the attitude to and effect of virtual learning on undergraduates' academic performance in educational research methods which is a core course for faculty of education students in Nigerian university. This study aims to bridge this gap by exploring the nuanced perspectives, and assessing the direct impact on learners' academic performance in order to shape the future of higher education in the country. Hence, this study aims to investigate:

- a. attitudes of undergraduates in a in Nigeria University towards virtual learning of EDU 316
- b. effects of virtual learning on undergraduates' academic performance in EDU 316 in a Nigerian University
- c. effects of virtual learning on undergraduates' academic performance in EDU 316 based on department in a Nigerian University

Methodology

This is an action research which specifically aimed at improving teaching - learning process. The study adopted an ex-post facto research design. Participants' score in two mandatory team-taught courses were collected. Five academics (researcher inclusive) at the Faculty of Education taught the courses. Introduction to Measurements and Evaluation is the first course and is offer by second-year students in the Faculty of Education. It serves as a requirement for the subsequent course called Introduction to Educational Research Methods and Statistical Inferences, which is offer by third-year students in the Faculty of Education. In the 2018/2019 academic session, 3,635 students took the Measurements and Evaluation tests in their second year. These students were taught using face-to-face method.

During the 2019/2020 academic session, these students were in their third year and received online instruction (zoom) in Introduction to Educational Research Methods and Statistical Inferences from the same group of academics. A total of 3,254 students took the test on Introduction

to Educational Research Methods and Statistical Inferences. However, a total of 2931 students with complete records in both Measurements and Evaluation and Introduction to Educational Research Methods and Statistical Inferences in the academic years 2018/2019 and 2019/2020 respectively, were included in this study. Therefore, a purposive sampling technique was used. The examination items underwent content validation by professionals in the field of test and measurement. The acquired data, consisting of students' scores in the two courses was analysed employing descriptive statistics in the form of percentages to address the research question. In addition, inferential statistics- t-tests and Analysis of Variance (ANOVA) were used to test the hypotheses at a significance level of 0.05.

Results

Research One: What is the attitudes of undergraduates in a in Nigeria University towards virtual learning of EDU 316?

In order to answer research question one, participants' responses to all items on their attitudes towards virtual learning of EDU 316 in the questionnaire were subjected to percentage analysis. The minimum, maximum and range score of respondents were 32, 57 and 25. The range was divided by two levels (negative and positive). The cut off was 13 approximately. Thus, 32-44 and 45-57 scores indicated negative and positive towards virtual learning of EDU 316 respectively.

Table 1: Descriptive Analysis of attitudes of undergraduates in a in Nigeria University towards virtual learning of EDU 316

Attitudes	Frequency	Percentage
Negative	469	16
Positive	2462	84
Total	2931	100

Table 1 shows the descriptive analysis of university of attitudes of undergraduates in a in Nigeria University towards virtual learning of EDU 316. It is revealed that 469, 32 (16%) and 2462 (84%) of the participants indicated negative and positive attitudes of towards virtual learning of EDU 316 respectively. Thus, attitudes of undergraduates in a Nigerian

University towards virtual learning of EDU 316 is positive because majority (84%) of the respondents indicated that.

Hypothesis One: There is no significant effects of virtual learning on undergraduates’ academic performance in EDU 316 in a Nigerian University.

In order to determine effects of virtual learning on undergraduates’ academic performance in EDU 316 in a Nigerian University, the undergraduates’ scores in EDU 212 and EDU316 were compared using paired sample t-test

Table 2: Summary of paired sampled t-test showing effects of virtual learning undergraduates’ academic performance in EDU 316 in a Nigerian University

Variable	N	Mean	SD	Df	t-value	p-value	Decision
EDU 212	2931	50.88	7.06				
				2929	5.50	0.00	NS
EDU 316	2931	53.89	8.67				

As shown on Table 2 the t-test calculated value is 5.50 while its p-value is 0.00 at alpha level of 0.05. The null hypothesis one is rejected since the p-value 0.00 is less than 0.05 alpha level ($0.00 < 0.05$). Thus, there is significant effects of virtual learning on undergraduates’ academic performance in EDU 316 in a Nigerian University. Higher mean of 53.89 in EDU 316 implies a significant better performance than their performance in EDU 212. This better performance in EDU 316 could be attributed to virtual learning of EDU 316.

Hypothesis Two: There is no significant effects of virtual learning on undergraduates’ academic performance in EDU 316 based on department in a Nigerian University

In order to determine effects of virtual learning on undergraduates’ academic performance in EDU 316 based on department in a Nigerian

University, the undergraduates' scores in EDU316 based on department were compared using ANOVA statistics.

Table 3: ANOVA Summary Table showing effects of virtual learning on undergraduates' academic performance in EDU 316 based on department in a Nigerian University

Group	SS	df	Mean Square	F	p-value	Decision
Between Groups	2821.06	8	352.63	84.97	0.00	NS
Within Groups	12138.52	2922	4.15			
Total	14959.580	2930				

Table 3 shows an F-value 84.97 which is significant at 0.05 alpha level. The null hypothesis two is rejected since the p-value 0.00 is less than 0.05 alpha level ($0.00 < 0.05$). Thus, there is significant effects of virtual learning on undergraduates' academic performance in EDU 316 based on department in a Nigerian University. Duncan's Post Hoc was carried out to find the sources of the difference on Table 4

Table 4: Duncan's post hoc of significant effects of virtual learning on undergraduates' academic performance in EDU 316 based on department in a Nigerian University

Department	Subset for Alpha	
	1	2
Arts Education	45.50	
Counsellor Education	46.25	
Human Kinetics	47.87	
Health Promotion	48.50	
Educational Management	50.10	
Science Education		54.25
Adults and Primary Education		56.09
Social Sciences Education		57.08
Educational Technology		58.67

Table 4 shows the Duncan's post hoc on significant of virtual learning on undergraduates' academic performance in EDU 316 based on department in a Nigerian University and a significant effect was revealed. Undergraduates from Science Education, Educational Technology, Adult and Primary Education and Social Sciences Education with higher means significantly performed better in EDU 316, which could be attributed to virtual learning of EDU 316.

Discussion of Findings

This study found that university of Ilorin undergraduates' attitudes towards virtual learning of EDU 316 is positive. This finding is in tandem with the study carried out by Zabadi and Al-Alawi (2016) in Saudi Arabian university. The findings revealed that the students had positive attitudes towards virtual learning.

The finding that there is a significant effect of virtual learning on undergraduates' academic performance in research methods suggests that the mode of instructional delivery, specifically through virtual learning platforms, has a noticeable impact on how students perform in their research methods courses. Several key factors and considerations such as flexibility and convenience, increase access to resources and interactive and engaging learning environments among others contribute to this finding. This finding is uncorrelated with the findings of Muhammad and Kainat (2020) which investigated Pakistani undergraduate students' attitudes towards distance learning in university courses amid COVID-19 pandemic. The findings of their research showed that online learning cannot achieve desirable results in developing countries. The reason lies in the fact that a vast majority of students cannot access the internet because of technical as well as financial matters, lack of face-to-face interaction with the instructor, response time, and the absence of classroom socialization.

Also it was revealed from this study that there is significant effects of virtual learning on undergraduates' academic performance in research methods based on department, such that Undergraduates from Science Education, Educational Technology, Adult and Primary Education and Social Sciences Education significantly performed better than their counterparts in other departments. It is unsurprising that undergraduates

from the Educational Technology department performed well, as these students are likely more accustomed to and comfortable with technology. The adaptability of virtual learning to diverse learning styles and preferences may be particularly beneficial in Adult and Primary Education, leading to improved academic performance. The positive performance in Social Sciences Education may be associated with virtual learning's capacity to facilitate engaging discussions, and the exploration of diverse perspectives, fostering higher levels of student engagement and motivation.

Conclusion

It was concluded from the study that the undergraduates have positive attitude to virtual learning of EDU 316 and this in turn brings about good performance in the course. Also, importance of discipline-specific nuances in the effectiveness of virtual learning was revealed.

Recommendations

Based on the discussion of the effects of virtual learning on undergraduates' academic performance in research methods the following recommendations are advanced:

- a. Effort should be made to provide enabling environment for online learning through establishment of online learning facilities in all schools.
- b. There is need for ongoing research and assessment on how virtual learning can be optimized for diverse academic contexts, ensuring that it aligns with the unique needs of each department.

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DEMOGRAPHIC VARIABLES AS DETERMINANTS OF HEAD TEACHERS' SUPERVISORY PRACTICES IN PUBLIC PRIMARY SCHOOLS IN SOUTH EASTERN NIGERIA

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Abstract

The study investigated demographic variables as determinants of head teachers' supervisory practices in public primary schools in South Eastern Nigeria. Two specific objectives with corresponding research questions guided the study and two hypotheses were formulated and tested at 0.05 level of significance. The study adopted an ex-post facto research design. The population of the study was 5,453 head teachers from 5,453 public primary schools in South Eastern Nigeria. The sample size for the study was 373 head teachers in 373 public primary schools in South Eastern Nigeria. Data collected for the study were analyzed using Means and Standard Deviation to answer the research questions while independent t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that, there is a significant difference between the mean responses of head teachers on supervisory practices based on marital status and income level in public primary schools in South Eastern Nigeria. Based on the findings, it was recommended among others that, the Government and Primary

school administrators must critically consider the job type in relation to the marital status of head teachers in order to have a maximum output in terms of supervision. Head teachers get inspired more when they are paid commensurate income to what they are doing. Hence, there is an urgent need to motivate and reward head teachers so as to improve supervision.

Keywords: demographic variables, supervisory practices, head teachers, public primary schools

Introduction

The National Policy on Education in Nigeria described primary education as the bedrock of other levels of education including the secondary and tertiary institutions. It is the primary level of education that determines the success or failure of the whole school system (FRN, 2016). The improvement in pupils' performance at the primary level will allow greater transition of pupils into secondary school. Anero (2014) concludes that primary education is a preparatory ground for the child to acquire basic life skills that would assist the child throughout life. The head teacher is the administrative head of the primary school. The head teacher is responsible for the management of primary schools in different tasks such as instructional supervision. Head teachers as administrators of primary schools are charged with the responsibility of mobilizing appropriate human and material resources to achieve the organizational goals. As a supervisor, the head teacher should be visible in all the nooks and crannies of the school. According to Esia-Donkoh and Baffoe (2018), head teachers are expected to perform instructional tasks such as lesson observation, orientation of new staff, monitoring punctuality and regularity, checking school records, and conducting in-service training. The head teacher has the sole responsibility to see that academic activities of the school are carried out as planned through constant supervision. This is because school supervision is a vital process involving the combination of expert knowledge and experiences which is directed to improve the teaching and learning activities. Corroborating on this view, Nakpodia, (2011) states that if the teachers are not supervised regularly, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This will result to low quality of instructions and invariably teachers lack of commitment to their jobs.

Effective supervision of instruction ensures that teachers teach what they are supposed to teach and the pupils learn what they are supposed to learn. The head teacher must see that meaningful learning takes place in all classes and that teachers are teaching what they are supposed to teach and are undertaking the teaching in a manner that the pupils understand and enjoy their lessons. No wonder Olorode and Adeyemo (2012) explained that supervision incorporates checking, enquiry, fact-finding, keeping watch, survey, correction, prevention, inspiration, guidance, direction, diagnosis, and improvement. Similarly, Eya and Chukwu (2014) observed that supervision of instruction is effective if it achieves its stated objectives, which is quality instructional delivery. Anything to the contrary means the failure of the programme of supervision. Through effective supervision, available resources meant for public schools at all levels are properly channelled to the teaching and learning processes of education. This will in turn give the nation the desired and required graduates, equipped with requisite knowledge and skills to bring about massive economic recovery in Nigeria education industry and serve as a feeder to other sectors of the economy (Iyang & Hassan, 2018). The objectives of educational institutions are achievable when the standard of teaching and learning is improved. The standard of teaching and learning would improve when there is efficient monitoring and supervision of schools. Contributing to this view, Obiweluozor, Momoh and Ogbonna (2013) acknowledged that effective supervision aims at identifying certain areas that if well supervised, would help improve quality of public primary education in South Eastern Nigeria

However, Nwosu (2009) revealed that the methods of selection of school heads in Nigeria does not consider demographic variables. This process of selection is unsatisfactory and gives room for concern. The implication of this anomaly according to Ominini (2021) is that most of the school leaders grope around and often use trial and error methods in the day- to-day school administration. Similarly, Ominini also agrees that there are theoretical and empirical connections among these demographic and personality variables and performance. This statement is supported by Adu and Olaoye (2014) when they reported that the behavioural traits of the designated school managers is crucial in determining school success. In fact, they influence the behaviour of subordinate and other school participants. They initiate programmes, set policy and obtain material and

fiscal resources; they motivate and support school improvement. Araoyinbo (1995) cited in Adu and Olaoye have sought to relate the success or failure of school leaders to professional traits such as years of training, experience and personal characteristics like age, sex, race and income. No wonder, Gbadamosi, (2013) noted that demographic variables are the personal characteristics of a given population that shows distinctions in the performance of a given task which in turn defines a person productivity. They include the age, sex, marital status, educational qualification, work experience and income. For instance, there is the general proposition that marital status may be linked to performance in the work place. This is because family responsibilities may be a hindering factor to effective performance. The married head teachers may show more dedication to their work because they have dependants whom they need to take care of. According to Khurshid, Qasmi and Ashuraf (2012), marital status affects the self-efficacy of teachers and that married male and female teachers have high self-efficacy that will lead to high job performance. The aforementioned views and observations revealed that married school heads are more efficient in their supervisory duties than their unmarried counterparts. In addition, Mohammed, Haque and Rashid (2013) reported that married teachers were more committed to their work than unmarried teachers. However, in another study, Lekha and Magesh (2016) found out that unmarried employees can perform more efficiently than married employees since their commitment towards their family and other circumstances are considerably less when compared to the married employees.

In another development, Ayodele and Olorunsola (2012) agreed that with increasing income, the level of job satisfaction is also increased. Sharma and Bajpai (2011) reported that job satisfaction increased or decreased with increase or decrease in pay satisfaction. The authors explain that workers would have positive affect about their work or profession if they are well paid. On the contrary, Awang and Ahmed (2010) argued that remuneration have a very low correlation with job satisfaction compared to other factors. In a similar vein, Wekesa and Nyaroo (2013) averred that inadequate payment packages make many head teachers dissatisfied, thus leaving their supervisory roles. Good income on the other hand attracts, motivates and retains head teachers for the attainment of school goals. Good

income package is significant factor affecting head teacher supervisory roles in school.

Okonta Iwuagwu, and Okogbo (2016) investigated marital status of head teachers' job performance in public secondary schools in Edo state, Nigeria. The result showed that marital status has influence on the job performance of secondary school teachers in Edo State. The difference is that the previous study investigated head teachers' job performance in public secondary schools in Edo state, Nigeria while the present study investigated demographic variables as determinants of head teachers' supervisory practices in public primary schools in South Eastern Nigeria. In one study, Mocheche, Adhiambo and Bosire (2018) investigated marital status as a predictor of job satisfaction of public secondary school teachers in Kisii Central Sub-County. It was established that marital status had an influence on job satisfaction where the married were much happier in their jobs than the single. The difference between the previous and present study is that the previous study was conducted in a secondary school, while the present study was conducted in a primary school. The previous study investigated marital status as a predictor of job satisfaction of public secondary school teachers in Kisii Central Sub-County, while the present study investigated demographic variables as determinants of head teachers' supervisory practices in South Eastern, Nigeria. Similarly, Adeoye, Akoma and Binuyo (2014) carried out a study on marital status as determinants of job satisfaction: a case study of Nigeria workers. The results indicated that there is a significant difference between the marital status and Job Satisfaction as $(F_{3,396}) = 6.499, p < .05$ and a combined contribution of 20.8. The difference between the previous and present study is that the previous study investigated marital status as determinants of job satisfaction: a case study of Nigeria workers in Ikenne Local Government of Rivers State, South-South Nigeria while the present study investigated demographic variables as determinants of head teachers' supervisory practices in public primary schools in South Eastern Nigeria. The previous study used multiple regression to test the hypotheses at 0.05 level of significance while, the present study used t-test and ANOVA to test the hypotheses.

Subroto (2013) conducted a study on income and implications of teacher performance to improve the quality of education in the elementary school of Surabaya City, Kenya. The study found that salary influenced

teachers' performance and also influenced quality education at elementary school. The difference between the reviewed study and the present study is that the previous study was on income and implications of teacher performance to improve the quality of education in the elementary school of Surabaya City, Kenya while the present study investigated demographic variables as determinants of head teachers' supervisory practices in public primary in South Eastern Nigeria. Fozia and Ali (2016) conducted a study on the impact of teachers' financial compensation on their job satisfaction at higher secondary level in both public and private sectors Islamabad. The study revealed that mostly higher secondary schools have fixed pay system while few have variable pay system. The study also discovered that teachers' salary does not link with their productivity while teachers agree that the attraction and retention of employee depend on the compensation.

The success of public primary education depends largely on the quality of learning instruction given to the learner. Today, most of the public schools are seen as grounds where children are used to run errand for their teachers while other social vices have become very prevalent in the school system. It has also been observed that often times, pupils perform poorly in academics especially external exams. All these shortcomings have been blamed on the teachers. It is also observed that lack of commitment on the part of teachers sometimes manifest in the form of lateness to school and leaving school before the actual closing time. Also, most of the time, pupils are seen roaming the school premises, while some are sent on errands by the teachers when they ought to be in class. These acts by the teacher are indicative that the quality of supervision in the school is generally poor and could hinder the attainment of school objectives. Since available literature has shown that demographic factors like educational qualification, experience, age, gender, specialization, marital status and income influence head teachers' performance in the supervision of primary schools, therefore, this study seeks to investigate the potential implications of demographic variables, specifically focusing on marital status and income level, on the supervisory practices of head teachers in South Eastern Nigeria's primary schools. By examining these variables, the study aims to discern their influence on the commitment and effectiveness of head teachers in their supervisory roles, ultimately contributing to the enhancement of primary education outcomes in the region.

The main objective of the study was to investigate how demographic variables determine head teachers' supervisory practices in South-Eastern Nigeria. Specifically, the study sought to:

1. ascertain how marital status of head teachers determine their supervisory practices in public primary schools in South Eastern Nigeria
2. establish how income of head teachers determine their supervisory practices in public primary schools

Research Questions

The following research questions were posed to guide the study:

1. What is the mean response of head teachers' marital status on their supervisory practices in public primary schools in South Eastern Nigeria?
2. What is the mean response of head teachers' income on their supervisory practices in public primary schools?

Research Hypotheses

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

1. There is no significant difference between the mean responses of head teachers' supervisory practices based on their marital status in public primary schools in South Eastern Nigeria.
2. There is no significant difference between the mean responses of head teachers' supervisory practices based on their income in public primary school

Methodology

The study adopted an ex-post facto research design. The population of the study comprised 5453 head teachers of public primary schools in South Eastern, Nigeria. The sample size for the study was 373 head teachers. The sample size was determined using Taro Yamane 1969 sample size determination formula to arrive at the sample size of 373 head teachers. Taro Yamen's formula was used to select the required number of head teachers per states for fair representation. In selecting the sample, sampling was done in multi-stages. At the first stage, proportionate stratified

sampling technique was used. This was to ensure that, contribution of each state in the population was exactly its proportionate contribution in the sample. In other words, it was done to ensure that proportionate number of head teachers in the five states was represented in the sample. By this technique, 67 head teachers were selected from 67 public primary schools in Abia State, 80 from 80 public primary schools in Anambra State, 57 from 57 public primary schools in Ebonyi State, 101 from 101 public primary schools in Enugu State and 93 from 93 public primary schools Imo State. Thus, a total of 373 head teachers was used for the study. The questionnaire titled “Demographics, of Head Teachers’ and Supervisory Practices Questionnaire (DEHTSPQ)” had two sections namely, sections, A and B. section A contained information on demographics of head teacher while, section B contained items on supervisory practices. The instrument was validated by experts in test and measurement and in educational administration and planning. The reliability of the instrument was established using Cronbach Alpha method and a reliability of 0.8 was obtained. Data collected was analysed using descriptive statistics of Mean and Standard Deviation to answer the research questions while, independent t-test and Analysis of Variance (ANOVA) were used to test the hypotheses at 0.05 level of significance. Independent t-test was used to test hypotheses 2 while ANOVA was used to test hypothesis 1. For the test of hypotheses, the decision was based on P-values and Alpha values. When $P < .05$, the null hypothesis was rejected and considered “Significant” and when $P > .05$, the null hypothesis was not rejected and considered “Not Significant”.

Results

Research Question One: What is the mean response of head teachers’ marital status on their supervisory practices in public primary schools in South Eastern Nigeria?

To answer this research question, responses of head teachers’ marital status on their supervisory practices in public primary schools in South Eastern Nigeria was collected and analyzed with the result presented in Table 1

Table 1: Mean and Standard Deviation of Responses of Head Teachers’ Marital Status on their Supervisory Practices in Public Primary Schools in South Eastern Nigeria

S/N	Marital status	N	Mean	SD	Rank
1	Married	217	3.48	0.83	1st
2	Unmarried	19	2.89	1.04	4 th
3	Separated	11	2.98	0.99	3rd
4	Widowed	126	3.36	0.98	2nd

Table 1 shows the mean responses of head teachers’ marital status on their supervisory practices in public primary schools in South Eastern Nigeria. Data presented in Table 1 revealed that the married primary school head teachers have mean response of 3.48 and SD = 0.83; unmarried has 2.89 and SD = 1.04; separated has 2.98 and SD = 0.99 and widowed have 3.36 and SD = 0.98. It can be seen that based on the rank, the mean response on supervisory practices of married head teachers was the highest, followed by widowed, then separated and unmarried.

Research Question Two: What is the mean response of head teachers’ income on their supervisory practices in public primary schools in South Eastern Nigeria?

To answer this research question, responses of head teachers’ income on their supervisory practices in public primary schools in South Eastern Nigeria was collected and analyzed with the result presented in Table 2

Table 2: Mean and Standard Deviation of Responses of Head Teachers’ Income on their Supervisory Practices Based on Income in Public Primary Schools in South Eastern Nigeria

S/N	Income	N	Mean	SD	Rank
1	Level 11- 13	101	2.86	1.03	2 nd
2	Level 14 & Above	272	3.50	0.84	1 st

Table 2 shows the mean responses of head teachers’ income on their supervisory practices in public primary schools in South Eastern Nigeria.

Data presented on Table 2 revealed that the primary school head teachers of level 11 – 13 have a mean response of 2.86 and SD = 1.03 while those of level 14 & above have 3.50 and SD = 0.84. It can be seen based on the rank that the mean response on supervisory practices of head teachers with income between level 14 and above was higher (3.50) compared to those of level 11 - 13 (2.86).

Hypothesis One: There is no significant difference in the mean responses of head teachers on their supervisory practices based on marital status in public primary schools in South Eastern Nigeria

Table 3: One-Way ANOVA of the Mean Responses of Head Teachers on their Supervisory Practices based on Marital Status in Public Primary Schools in South Eastern Nigeria

	Sum of Squares	Df	Mean Square	F	Sig	Remark
Between groups	16.552	3	5.507	917.833	.000	Significant
Within groups	2.271	370	0.006			
Total	18.823	373				

df= degree of freedom, F=F-ratio, Sig=P-value

Table 3 is a One-way ANOVA of the mean responses of head teachers on their supervisory practices based on marital status in public primary schools in South Eastern Nigeria. From the analysis, the df = 373; F = 917.833 and P-value or sig=.000. Since the P-value of .000 is less than the alpha-level of .05 ($p < .05$), the test statistic is significant therefore, the null hypothesis is rejected. This implies that there is a significant difference among the mean responses of head teachers on their supervisory practices based on marital status in public primary schools in South Eastern Nigeria

Hypothesis Two: There is no significant difference in the mean responses of head teachers on their supervisory practices based on income in public primary schools in South Eastern Nigeria

Table 2: Independent t-test Mean Responses of Head Teachers on their Supervisory Practices based on Income in Public Primary Schools in South Eastern Nigeria

Income	N	Df	T	F	Sig	Alpha Level	Remark
Level 11-13	101	373	-62.311	28.738	.000	.05	Significant
Level 14 & above	272						

N=Sample, df=Degree of freedom, t=t-calculated, F = F-ratio Sig=P-value

Table 4 shows the independent t-test of the mean responses of head teachers on their supervisory practices based on income in public primary schools in South Eastern Nigeria. From the analysis, the $df = 373$; $F=28.738$, $t = -62.311$ and p -value or $sig=.000$. Since the p -value of $.000$ is less than the alpha-level of $.05$ ($p < .05$), the test statistic is significant therefore, the null hypothesis is rejected. This implies that there is a significant difference in the mean responses of head teachers on their supervisory practices based on income in public primary schools in South Eastern Nigeria

Discussion of Findings

The finding revealed that the analysis of the corresponding research question showed that the mean responses on supervisory practices of married head teachers was the highest, followed by widowed, then separated and unmarried participants in public primary schools in South Eastern Nigeria. This means that in terms of marital status, married head teachers adopt better supervisory practices of teachers, pupils and the learning environment than those who are widowed. In addition, the supervisory practices of head teachers that are separated was found to be better than those who are unmarried. This finding corroborates that of Iwuagwu, Okogbo and Okonta (2016) who reported that marital status has influence on the job performance of secondary school teachers. Similarly, the finding agrees with that of Mocheche, Adhiambo and Bosire (2018)

who found that marital status had an influence on job satisfaction where the married were much happier doing their jobs than the single. The finding is similar to the study of Adeoye, Akoma and Binuyo (2014) that there is a significant difference between the marital status and job satisfaction. The finding of the present study suggests that marital status affects work performance particularly the supervisory practices of head teachers. Married and widowed head teachers can supervise more efficiently than separated and unmarried head teachers. Consequently, the above findings and explanations have further highlighted the fact that marital status of head teachers of primary school is linked to their performance in school supervision.

The second finding of the study revealed that the mean responses on supervisory practices of head teachers with income between level 14 and above was high compared to those of level 11 – 13 in public primary schools in South Eastern Nigeria. The implication of this is that the supervisory practices of head teachers who are between Grade Level 14 and above are better than those who are between Grade Level 11 – 13. This finding agrees with that of Subroto (2013) whose study on income and implications of teacher performance to improve the quality of education in the elementary school found that salary influenced teachers' performance and also influenced quality education at the elementary school level. The finding however disagrees with that of Fozia and Ali (2016) who found that teachers' salary does not link with their productivity. The finding of the present study suggests that income is a vital tool for enhancing head teachers' supervisory practices because it is the key element for teachers' work motivation. Public primary school head teachers are motivated by what they consider as reward for their performance or responsibility. Generally, many people perform their duty to a large extent when their efforts are valued and they are properly recognised. When head teachers are paid commensurate income to what they are doing, they get motivated to do more. When head teachers feel that their efforts are appreciated and the school has a good compensation structure, teachers' work motivation and commitment would improve. The greater the reward offered to the teachers, the greater the levels of their performance. This therefore explains the significant difference in the supervisory practices between head teachers of Grade Level 11 – 13 and those of Grade Level 14 and above. Hence, head teachers' income has influence on supervision.

Conclusion

Based on the findings of the study, it was concluded that demographic variables such as marital status and income are determinants of supervisory practices of head teachers in public primary schools in South Eastern Nigeria. These demographic variables play a significant role in the supervisory practices of head teachers. This means that the quality of supervision in public primary schools is explained by the head teachers' demographic variables.

Recommendations

Primary school administrators must critically consider the job type in relation to the marital status of teachers in order to have a maximum output in terms of supervision. Therefore, counselors could be employed to help school heads deal with marital and psychological problems. Head teachers get inspired more when they are paid commensurate income to what they are doing. Hence, there is an urgent need to motivate and reward head teachers so as to improve supervision.

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INFLUENCE OF STUDENTS' SUPPORT SERVICES ON ATTITUDE AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS

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Abstract

Student Support Services (SSS) crucial for holistic student growth, addressing challenges; lacking services leads to academic decline, disruptive behavior, risking school disruptions and closures. This study undertakes a comprehensive exploration of the perceived influence of SSS on the attitudes and academic performance of business education students. The study's scope include a population of 4,809 business education students enrolled in public universities situated within the South-western region. A sample size of 346 students, guided by recommendations from Research Advisors, was selected for the research. Data collection was executed through a detailed questionnaire comprising 346 items, ensuring the collection of robust and comprehensive data. The study's findings unequivocally demonstrate the positive impact of SSS on both the academic performance and learning attitudes of business education students engaged in business education courses. In light of these compelling results, it is strongly recommended that policymakers and academic administrators take a proactive stance in evaluating SSS.

Keywords: Academic Performance, Attitude, Business Education, Students Support Services

Introduction

Educational institutions play a crucial role in nurturing students for their future endeavors, both within and beyond the classroom. Consequently, these institutions bear the responsibility of meeting students' fundamental needs, encompassing a broad spectrum of areas, whether educational or personal. This holistic approach to addressing student needs is encapsulated within the framework of Student Support Services (SSS), a cornerstone of the modern education system. SSS has rightfully emerged as a vital function within educational institutions, driven by the overarching goal of fostering the intellectual, physical, moral, and social development of students. By offering a range of services, SSS empowers students to channel their focus toward their educational pursuits, as noted by Lewis (2011). A wide range of student necessities encompasses newcomer orientation, discipline, career guidance, financial aid, counseling (educational, psychological, social, professional), leisure activities, and sports. Meeting these diverse needs is crucial for quality education, with support services pivotal for student success (Eze, 2015). By attending to these needs comprehensively, educational institutions can truly equip students for a bright future.

SSS serve as catalysts for nurturing positive thinking and actions among students, fostering academic achievement, and shaping future career choices. Their significance in the socio-economic lives of students cannot be overstated. These services are meticulously designed to identify and resolve various challenges faced by students. At the heart of student support services lie guidance and counseling, which play a pivotal role in offering guidance on personal, academic, and career-related matters (Alina, 2013). Ogunlade (2011) highlights the importance of a well-equipped clinic in addressing students' healthcare needs, contributing to their overall well-being. Adequate provision of essential amenities such as water, electricity, catering services, and accommodation further enhances students' campus experiences. Ogunlade emphasizes that when these services are effectively provided, they contribute to improved academic performance, aligning with the institution's service standards and fostering positive outcomes. Conversely, insufficient support services can lead to subpar academic performance and disruptive behavior among students, potentially resulting in riots, demonstrations, property damage, and academic disruptions, with the severe consequence of school closures. The provision of comprehensive

student support services not only bolsters academic success but also plays a pivotal role in nurturing a conducive and harmonious campus environment, ultimately benefiting both students and educational institutions. The architects of educational plans often overlook a pivotal aspect of higher education – the learners themselves. Offering both communal and empathetic support to business education students, in addition to academic aid, demonstrates an awareness of students' needs and has the potential to significantly elevate the quality of higher education. The present research aims to delve into the student support services provided by institutions for holistic student development. (Kaur, 2016).

The library stands as a cornerstone among student support services, holding a position of paramount importance. It serves as a bastion of self-education, providing students with a gateway to knowledge, practical insights, intellectual enrichment, and profound enlightenment, expanding their intellectual horizons. Library plays a pivotal role as an educational institution, aiding students in resolving their information-related queries. This is accomplished through unfettered access to reliable sources and the mastery of information tools, allowing students to procure essential information precisely when needed. Indeed, a university's essence is incomplete without a library, for libraries constitute an indispensable component of educational institutions worldwide, spanning schools, colleges, and universities (Alabi and Sani, 2013). Specifically, this study endeavors to examine the impact of student support services on the attitudes and academic performance of Business Education Students.

Students Support Services (SSS) are a wide range of programs and services that are carefully designed to make education more appealing and accessible to students. They are an essential part of the higher education system, acting as a conduit between students and the university. Strong student support services are inextricably linked to the quality of higher education. Granting degrees is not enough; colleges also need to make sure that their students have access to strong support networks in order for them to succeed. Significant data supports the idea that students' academic achievement is positively correlated with their active participation in these support systems, as demonstrated by Kaur (2016). Nigerian higher education institutions are fundamentally established with the overarching objective of furnishing each enrolled student with a high-caliber education,

one that empowers them to excel in diverse environments while attaining self-fulfillment and self-actualization.

As elucidated by Simpson (2013), SSS encompass a wide spectrum of functions, spanning institutional and non-institutional criteria essential for students to attain their peak academic performance. Consequently, they encompass administrative and supervisory roles and extend beyond the boundaries of classroom instruction. These services encompass various facets such as student identification, admission processes, classification, and provisions that nurture students' physical, mental, and emotional growth. Within the sphere of higher institution administration, student support services assume a pivotal role, distinct from instructional elements yet indispensable for the institution's effective and efficient operation. They represent a contemporary innovation in higher institution administration, exerting a direct and tangible influence on the institution's seamless functioning (Kaur, 2016).

According to Mwamwenda (2014), support services play a pivotal role in catering to students' needs and fostering positive attitudes toward learning. These services encompass a vast array of areas, ranging from honing study skills and facilitating career choices to providing accommodation options, part-time job opportunities, nurturing personal growth, addressing health concerns, extending benefits, and offering assistance during periods of economic adversity. These services serve as essential pillars, designed to tackle crucial needs or challenges that might otherwise impede students from dedicating themselves fully to their educational pursuits (Choudhry et al., 2013).

Within the realm of higher education, universities assume the responsibility of providing students with a multifaceted support system. This encompasses an array of offerings, including housing provisions, orientation programs, guidance for international students, support tailored to indigenous communities, financial aid, wellness and counseling services, and comprehensive healthcare provisions, among others. Despite universities' earnest efforts to make these services readily available, not all students are cognizant of their existence or can effectively access them throughout their university journey.

To address this issue, universities should collect data to gauge the extent to which these services align with students' needs (Darren, 2018). The importance of learner support services cannot be overstated; they

warrant recognition, continual refinement, and unwavering support to safeguard the well-being of students. Such involvement cultivates a sense of community among students, faculty, and administration, influencing the manner in which programs and services are designed and delivered (Alina, 2013).

Higher education institutions actively strive to create a secure educational environment. The evolving academic landscape introduces novel challenges concerning student safety, and it becomes imperative for students to feel secure on campus. Institutions bear the onus of maintaining a safe learning environment and necessitate collaboration among diverse stakeholders within the institution. The security department assumes a pivotal role in ensuring student safety on campus (Amoatema, 2017). Uniformed security personnel are deployed to provide protection, routinely inspect campus facilities, and uphold a secure atmosphere within campus premises. These security personnel often serve as the "eyes and ears" of the department. The institutional management ensures that all instances of misconduct affecting the institutional environment are promptly addressed. Moreover, emergency notification systems are in place to swiftly alert students in any situation. In fact, no parent would contemplate allowing their child to enroll in an institution that lacks robust security measures. A secure learning environment cultivates positive attitudes among students and fosters undivided focus on their academic endeavors.

According to Mwamwenda (2014), support services aim to meet students' needs and enhance their learning attitudes. They cover an extensive range of areas, including study skills, career guidance, accommodation, employment opportunities, personal development, addressing health concerns, providing aid, and supporting students during economic hardships (Choudhry et al., 2013). Universities offer various support forms, including housing assistance, orientation, migration guidance, indigenous student support, financial aid, wellness programs, counseling services, and health care, among others. Despite universities' efforts to provide these services, not all students are fully aware of their availability or can effectively access them throughout their university journey. Institutions should collect data to evaluate the effectiveness of these services in meeting students' needs (Darren, 2018). Recognizing the value of learner support services is crucial for ongoing improvement to ensure students' well-being. Student services play a central role in

enhancing learning experiences, reducing dropout rates, diversifying student life, fostering conflict resolution, and promoting active participation in society. Emphasizing the importance of student engagement as both users and beneficiaries of these services nurtures a sense of community among students, staff, and management, shaping the delivery of programs and services (Alina, 2013).

Student support services are essential to foster positive mindsets and behaviors that complement academic pursuits and shape students' future career choices. These services hold immense significance in the socio-economic life of students, aiming to identify, address, and resolve their issues. Guidance and counseling form the cornerstone of these services, while comprehensive facilities such as well-equipped clinics, access to water, electricity, catering, and accommodation are crucial for students' well-being on campus. Ogunlade (2011) suggests that by adequately providing these services, students' academic performance will improve, aligning with the institution's service standards. Insufficient support services, however, may lead to poor academic performance, disruptive behavior, and potential disturbances to academic activities, risking school closures.

Exploring the impact of support services on Business Education students' attitudes and academic performance offers insights into enhancing educational outcomes. Unveiling how support shapes success can drive systemic improvements in education, benefiting both students and institutions

Ziarab and Nazir (2020) conducted a research study aiming to evaluate the influence of student support services (SSS) on the holistic development and attitudes of university-level students. The study design followed a quantitative approach, encompassing all university students in Islamabad. A sample of 80 students was selected using the simple random sampling technique. Data collection involved a 56-item questionnaire assessing the availability of SSS and its impact on students' development. The questionnaire's validity was confirmed by experts, showing a reliability of 0.832. Employing descriptive, diagnostic, comparative, and communicative research methods, administrators, faculty members, and student leaders participated as respondents. Data gathering techniques encompassed questionnaires, interviews, and documentary investigations. Results indicated substantial development among students across social,

cultural, political, and intellectual dimensions due to various student support services. Notably, library services stood out as relatively adequate compared to other support services, and a robust correlation was identified between SSS and students' development and learning attitude. While both studies aimed to explore the effect of student support services on student attitude, they differed in methodology and scope. This study utilized a quantitative design, while the present study adopted a descriptive survey design.

Sarafadeen, Ayo, and Imran (2019) conducted a study to assess how student support services influence students' attitudes toward business education programs in Nigerian public colleges of education situated in Ogun State. Guided by three research questions and three null hypotheses, the study sampled 245 Business Education students, employing a descriptive survey design. The study utilized a structured questionnaire, 'Factors Influencing Quality Assurance of Business Education Programme Questionnaire (FIQABEDQ), developed from Babayemi (2019), Azasu et al. (2015), and Salami (2019). This questionnaire was validated by three experts and assessed for reliability using the split-half method, establishing a coefficient of 0.83 via Cronbach's Alpha. Data analysis involved mean and standard deviation, while all null hypotheses underwent testing at a 0.05 significance level using inferential statistics (ANOVA). Findings indicated that business education learning facilities moderately impacted the achievement of program objectives. Additionally, the study proposed upgrading business education facilities to align with self-employment goals and recommended collaborative efforts among stakeholders to ensure adequate and modern facilities in tertiary institutions. This study shares similarities with the present study in examining the impact of support facilities on students' attitudes toward business education programs. However, while Sarafadeen, Ayo, and Imran's study focused on public colleges of education in Ogun State, the present research centers on public universities in South-west Nigeria offering business education.

The aim of this study is to:

1. Assess the impact of student support services on business education students' learning attitudes towards their courses; and
2. Evaluate the influence of student support services on business education students' academic performance.

Research Questions

1. What impact do student support services have on business education students' learning attitudes toward their courses?
2. How significantly do student support services affect the academic performance of business education students?

Methodology

The study employs a descriptive survey design approach to conduct a comprehensive investigation. The target population for this research consists of business education students enrolled in public universities in South-western Nigeria. This population include a total of 4,809 students currently pursuing business education in public universities across the South-western region. To ensure a representative sample, a total of 356 subjects were selected for the study using Taro Yamane's method of sampling. The proportionate sampling technique was employed to ensure that each institution, based on its frequency in the overall population, was fairly represented in the sample. To select the participants within each stratum, a simple random sampling method was employed through a ballot system. This approach ensured that every member of the population had an equal opportunity to participate in the study, thus eliminating any potential bias on the part of the researcher in the sampling process. The research instrument utilized in this study is divided into two sections, labeled as Section A and Section B. Section A collects demographic information about the respondents, while Section B includes twenty question items. The instrument's validity was confirmed through a rigorous validation process involving the submission of the research tool, along with its intended research objectives, inquiries, and hypotheses, to the researcher's research experts. Utilizing Cronbach's alpha method, an achieved reliability coefficient of 0.84 was observed. Of the 356 questionnaires distributed to the respondents, a total of 346 were returned, correctly filled, and used for analysis. Demographic data were analyzed using frequency and percentage, while the research questions were addressed through mean and standard deviation calculations.

Results

This paper investigates the impact of student support services on the attitudes and academic performance of business education students. The

analysis provides a rigorous examination of data, addressing research questions and hypotheses.

Research Question One: Assess the impact of student support services on business education students' learning attitudes towards their courses

Table 1: Mean and standard deviation of responses on student support services and learning attitude of students

S/ N	Item Statements	\bar{X}	SD	Remark
1.	Availability of relevant business education materials in the school library enhance students' attitude towards the programme.	3.56	0.66	Very Great Extent
2.	Business education was selected as main course of study during admission processing because of the counselling previously received on its efficacy.	3.18	0.74	Great Extent
3.	Professionalism of library staff encourages students to use the facilities.	3.33	0.77	Very Great Extent
4.	Sporting activities within the Institution foster good relationship among the students.	3.27	0.78	Very Great Extent
5.	Friendly students' registration procedures promote students' attitude towards learning.	3.39	0.67	Very Great Extent
6.	Vocational guidance and counselling enable students to develop right attitudes towards their chosen programmes.	3.32	0.70	Very Great Extent
7.	Career guidance provides opportunity for students to take appropriate decision on courses that complement their choices.	3.34	0.75	Very Great Extent
8.	Provision of relevant books at library encourages students to develop good research attitude.	3.38	0.74	Very Great Extent
9.	Provision of alternative power supply within the Institution allows students to extend their reading period till night hours.	3.37	0.76	Very Great Extent
10.	Efficiency security apparatus within the campus eliminates fear of unknown among the students.	3.36	0.73	Very Great Extent
Weighted average		3.35	0.73	Very Great Extent

Table 1 presents mean and standard deviation data showcasing the impact of student support services on the learning attitudes of business education students. The findings indicate that counseling, the availability of relevant course materials in the library, and the professionalism of library staff significantly influence students' positive attitudes toward their program. Similarly, sporting activities, smooth registration procedures, vocational guidance, and career counseling play a vital role in fostering favorable attitudes toward learning (with means ranging from 3.18 to 3.39). Moreover, factors such as library resources for research, alternative power supply aiding extended study hours, and robust campus security also greatly influence positive learning attitudes (means ranging from 3.36 to 3.38). The standard deviations, varying from 0.66 to 0.78 across the constructs, signify relatively narrow response distributions, indicating proximity to the mean values. The overall weighted average mean of 3.35 and a standard deviation of 0.73 from Table 10 suggest that collectively, these constructs exert a significant and positive influence on the learning attitudes of business education students toward their courses. In conclusion, the data strongly support the notion that student support services greatly and positively impact the attitudes of business education students toward their academic pursuits (mean = 3.35, SD = 0.73).

Research Question Two: How significantly do student support services affect the academic performance of business education students

Table 2: Mean and standard deviation of responses on student support services and students' academic performance

S/ N	Item Statements	\bar{X}	SD	Remark
11.	Student's counselling services helps to improve student academic performance	3.51	0.71	Very Great Extent
12.	Activities of Student Affairs Unit always motivate students to improve their performance in business education courses.	3.38	0.74	Very Great Extent
13.	Student union government in the Institution does project activities that encourage academic performance of the students.	3.18	0.81	Great Extent
14.	Creating awareness on rules and regulations under which students operate on campus motive students to improve their academic performance.	3.29	0.77	Very Great Extent
15.	Adequate attention to the academic concerns of the students by the counselling unit encourages students to perform excellently.	3.28	0.73	Very Great Extent
16.	Provision of alternative power supply in all classrooms boosts morale of students to improve their learning.	3.37	0.72	Very Great Extent
17.	Security apparatus within the campus encourage the students to be more committed to their academic performance.	3.28	0.79	Very Great Extent
18.	Adequate provision of library materials improves academic performance of the students.	3.32	0.78	Very Great Extent
19.	Provision of departmental libraries in the Institution avoid students' opportunity to improve their academic performance	3.29	0.81	Very Great Extent
20.	Sporting activities within the campus boast academic morale of the students.	3.23	0.87	Great Extent
	Weighted average	3.31	0.77	Very Great Extent

Table 2 data analysis highlights the mean and standard deviation of responses regarding student support services' impact on the academic performance of business education students. Findings indicate significant positive influence on academic performance through services like counseling, student affairs activities, and awareness creation on campus rules (with means ranging from 3.29 to 3.51). Moreover, initiatives such as student union projects, attention to academic concerns by counseling units,

provision of power supply in classrooms, and campus security significantly motivate academic commitment (means ranging from 3.18 to 3.37). Similarly, provisions like adequate library resources, departmental libraries, and campus sporting activities positively influence academic performance (means ranging from 3.23 to 3.32). The standard deviations, ranging from 0.71 to 0.87 across all constructs, suggest responses closely aligning with the mean, indicating narrower distributions. The grand weighted average mean of 3.31 and a standard deviation of 0.77 from Table 11 affirm that these constructs collectively exert a significantly positive influence on the academic performance of business education students. In conclusion, this data underscores that student support services have a notably positive impact on the academic performance of business education students (mean = 3.31, SD = 0.77).

Discussion of Findings

The study aimed to assess the impact of student support services on the attitude and academic performance of Business Education Students. Findings highlighted the influence of counseling on course selection and the positive effect of relevant library materials on students' program attitudes. Services encompassed activities aiding academic progress, tailored to individual needs. Darren (2018) emphasized this support's role in addressing academic challenges and enhancing learning development. The study uncovered gender differences in perceiving service impact on academic performance, suggesting gender's role in these perceptions. Counseling and Student Affairs Unit activities notably boosted academic performance, as Karemera (2017) noted satisfaction with academic facilities correlated with better performance. High school performance positively impacted academic success, while family income showed no significant association. Regional disparities were evident as respondents from different states perceived support services' impact on learning attitudes differently, indicating the influence of regional contexts, policies, and cultural variations on these perceptions. These variations suggest state-level factors shape how students view support services regarding learning attitudes in the context of Business Education.

Conclusion

The study's findings indicate that universities offer comprehensive support services with library resources including books, journals, and digital materials standing out as particularly robust. These resources significantly outshine other services like hostels, security, and counseling in their potential to motivate students for excellent performance. Furthermore, the provision of alternative power supply in classrooms elevates students' enthusiasm for learning, while robust security measures within the campus contribute to heightened student commitment to academic excellence.

Recommendations

1. Policymakers, curriculum specialists, and academic administrators should assess student support services via monitoring bodies.
2. Governing bodies should assess if modern facilities meet students' needs amidst evolving global conditions.
3. Governing bodies must guarantee student access to institutional students support services.

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TEACHERS' PERCEPTION OF THE LEVEL OF INVOLVEMENT OF SINGLE PARENTING IN STUDENTS' ACADEMIC ACTIVITIES IN ILORIN METROPOLIS

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Abstract

In the dynamic landscape of family structures within the Ilorin Metropolis, the prevalence of single-parent households has emerged as a prominent facet of contemporary life. This study investigates teachers' perceptions regarding the impact of single parenting on senior school students' academic activities in the Ilorin Metropolis, recognizing the pivotal role educators play in shaping educational experiences. The research aims to address the underexplored area of how single parenting influences academic engagement, acknowledging the nuanced challenges and triumphs faced by students navigating the educational landscape from single-parent households. The study draws on established literature that highlights the potential effects of single parenting on academic achievement, exploring factors such as economic strain, time constraints, and emotional stressors. By examining teachers' perceptions, the research unravels the complex interplay between family structures and academic outcomes. It recognizes the unique insights teachers offer as keen observers of the various factors influencing students' academic engagement. Through a descriptive survey approach, the research engages lower basic and senior school teachers and students in the Ilorin Metropolis. The study employs a four Likert-scale questionnaire to gather data, emphasizing the importance of teachers' perspectives in crafting targeted interventions and support systems. The findings reveal teachers' perceptions of single parents' involvement in students' academic work, the supply of school materials, the provision of necessities, and the provision of good shelter. The results underscore the challenges perceived by teachers, such as insufficient time, financial constraints, and potential emotional stressors faced by single-parent households. Teachers recognize the impact of family structures on

students' academic engagement, emphasizing the need for tailored interventions to support the unique needs of students from diverse family backgrounds. This research contributes to the broader discourse on family dynamics and education, providing valuable insights for educators, policymakers, and researchers seeking to create a more inclusive and supportive educational environment. Recognizing the symbiotic relationship between teachers and students, the study emphasizes the importance of understanding and appreciating teachers' viewpoints in crafting effective strategies to enhance students' educational experiences, particularly in the context of single-parenting.

Keywords: Family, academic, engagement, Metropolis and secondary school.

Introduction

In recent decades, societal dynamics have undergone significant transformations, leading to shifts in family structures and roles. One notable shift is the rise in single-parent households, which has become a prevalent aspect of contemporary family life. As family configurations continue to diversify, educators and researchers are compelled to explore the multifaceted impacts of these changes on students' academic experiences.

The focus of this study is the bustling metropolis of Ilorin, where the landscape of family structures has witnessed discernible changes. Single-parenting, characterized by the absence of one parent due to various reasons such as divorce, separation, or the death of a spouse, has become a prominent facet of family life. This study aims to delve into the perceptions of teachers regarding the level of involvement of single parenting on students' academic activities in Ilorin metropolis.

Educators play a pivotal role in shaping the academic trajectory of students, and understanding their perceptions is crucial in addressing the unique challenges that students from single-parent households may encounter. The influence of family structure on academic outcomes has been a subject of scholarly interest, with studies suggesting that the family environment significantly contributes to a student's educational success (Amato, 2001; McLoyd, 1998).

Single-parenting introduces a set of circumstances that may impact a child's academic engagement. Factors such as economic strain, parental

time constraints, and emotional stress can pose challenges to a child's learning environment (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Demo & Acock, 1996). Additionally, the quality of parent-child relationships and the level of parental involvement have been identified as influential factors in students' academic achievement (Hill, 2001; Fan & Chen, 2001).

In the context of Ilorin metropolis, where the cultural, economic, and social landscape may shape the experiences of single-parent families differently, it becomes imperative to explore the perceptions of educators. By understanding how teachers perceive the impact of single parenting on students' academic activities, we can gain insights that may inform educational policies and interventions tailored to the unique needs of students from diverse family structures.

This research endeavor aligns with the broader discourse on family dynamics and education, contributing to the existing body of knowledge on the intricacies of student experiences within the context of evolving family structures. The findings of this study may offer valuable insights for educators, policymakers, and researchers seeking to create a more inclusive and supportive educational environment for students in the changing landscape of family structures in Ilorin metropolis.

Recognizing the importance of teachers' viewpoints underscores the need for collaborative efforts between educators, parents, and policymakers. By actively seeking and valuing teachers' perspectives, a more comprehensive understanding of the complex interplay between family structures and academic outcomes emerges. This understanding, when integrated into educational policies and practices, enables the creation of a more inclusive and adaptable educational environment.

In essence, the statement emphasizes the symbiotic relationship between teachers and students, acknowledging that teachers not only transmit knowledge but also contribute significantly to the holistic development of students. In the context of single-parenting, understanding and appreciating teachers' viewpoints becomes instrumental in crafting effective strategies to support students and enhance their educational experiences.

As a researcher delving into the intricacies of teachers' perceptions, it is crucial to unravel the multifaceted dynamics surrounding the involvement of single parenting on senior school students' academic

engagement (Smith & Anderson, 2019). Teachers, in their daily interactions with students, become keen observers of the various factors influencing academic engagement. In the context of single parenting, their perceptions serve as a lens through which we can comprehend the nuanced ways in which family structures impact the learning experiences of senior school students (Brown & Garcia, 2020). Teachers witness firsthand the unique challenges and triumphs of students navigating the educational landscape from single-parent households. Economic constraints, time limitations, and potential emotional stressors are among the nuanced issues that teachers may identify as influencing a student's ability to fully engage with academic content (Thompson & Robinson, 2018). The emotional well-being of students is a critical component of academic engagement. Teachers often become attuned to the emotional fluctuations exhibited by students from single-parent households (Anderson & White, 2017).

It is essential to recognize that teachers' perceptions may vary based on their unique experiences, teaching styles, and the specific school environment. Some teachers may focus on the resilience and determination displayed by students from single-parent households, while others may be more attuned to the external stressors impacting academic performance (Smith & Anderson, 2019; Brown & Garcia, 2020).

Teachers' perceptions become a roadmap for crafting targeted interventions and support systems that acknowledge and address the unique needs of senior school students navigating the complexities of single-parenting (Thompson & Robinson, 2018; Anderson & White, 2017).

Single parenting as it is called is becoming a rapidly growing phenomena in both the developed and developing nations of the world. Studies show that in some States alone, there are four single parents to every ten parents and there are two single parents for every ten (10) adults” (Memon et al., 2010). Since the parents jointly take the decision of single parenting, one voice is mostly ignored and it is that of the child. It was reliably gathered that single parenting has major consequence on the child’s mental, social, emotional, behavioral, financial and psychological outcomes (Duke, 2000).

Over the years, the investigations of the factors that influence academic performance have attracted the interest and concern of educationists, academics and policy makers. This is because of the public outcries concerning the low standard of education in Nigeria (Imogie, 2002).The

quality of education in the country and the breeding of graduates with little technical know-how have resulted in serious set-backs to the industrial development. Different factors could influence the academic. Alternatively, poor academic performance has been a source of concern and research interest to educators, government, parents and the general public because of the great importance that education has on the national development of a nation. In Nigeria, there is a consensus views about fallen standard of education. The decline in the academic performance of students in Nigerian Universities had been observed by Soyinka (1999), when he observed that University system in Nigeria needed restructuring. He went further to say that academic standard had fallen drastically, and the quality of graduates being produced by the nation's universities is questionable and subject to re-examination. This study focuses on discovering the influence of family structure and single parenting on the academic performance of students in the University of Benin, Benin City, Nigeria.

Some identified factors include students attitude towards attendance in class, time spent to study daily after school, approach to learning and students' motivation to learn, structure and location of schools, quality of teaching staff, accommodation and living conditions, and socio-economic factors. The home has a great influence on the students' psychological, emotional, social and economic state. Ajila and Olutola (2007) said that the state of the home affects the individual since the parents are the first socializing agents in an individual's life. Although, the family background has been recognized as having a lot of influence on the academic performance of students (Nzewunwah, 1995; Ajila and Olutola, 2008), previous studies concentrated on the area of socio-economic status of parents, other aspects of parental environment such as the structure of the family and the parenthood have been grossly neglected. When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, he/she (the child) will be backward academically or even withdraw from school or engage in menial jobs, especially males, while the female child may engage in prostitution to support her education. The same thing occurs when the mother is absent and the father is not privileged enough. A single parent faces double responsibilities requiring time, attention and money. Hence, less attention is paid to the education of the child. Teachers commonly describe children from single parents as more hostile, aggressive, anxious,

fearful, hyperactive and distractible than children from intact families (Nwachukwu, 1998).

Parental involvement in education according to Epstein (2002) includes parental skills and child rearing. This is where there is provision of basic needs. Another one is between school and home and home and school. It also involves encouraging learning activities of school at home by assisting their children with homework and participating in educational activities and decision making as members of Board of Management and Parents Teachers Association. Parental involvement in whatever form it may take is likely to bring about positive results (Dixon,1992).

There are additional factors that impact student learning. Numerous research shows that children in single-parent homes fare worse than those with two parents (Behere, Basnet & Campbell, 2017), (Lee, Kushner & Cho, 2007). Living in a single- parent household can be stressful for not only the parent involved, but the student as well. The single-parent family has the stress of dealing with many other pressures and areas of concern that the average “nuclear” family does not have to face.

On the other hand, Fadeiye, (1985) pointed out that; both parents play a complimentary role in child’s education. Where however, the father is absent from the home and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, he or she (the child) will be backward or withdrawn. The same thing occurs when the mother is absent and the father is not privileged enough (Ortese, 1998). In fact, both mother and father are responsible to guide academic performance of the child in all aspects.

Parent’s role in children academic activities may come out to be strong initiator at any level of schooling. At secondary level various psychological and physiological changes occur that need a strong piece of control and grooming on behalf of parents. If these changes are not handled with care and in time, then there may be abrupt negative influences on student personality that led to loss of energy and academic hazards. High school students can show a much better result if they are stimulated by parents (Hill &Tyson, 2009).Parent’s participation has a deep rooted effect on student academic activities. Children of those parents, who specify a target for their children, succeed in the educational career as parents had regular and constant concentration over student academic activities. Those children

succeed whose parents encourage their children to carry on their hard work in order to get a dynamic position in society (Patrikakou, 2008).

Parents participation in children activities can be considered as a key variable that influence the academic activities up to great piece of extent. Majority of parents are still unaware about their precious role that they can play in the academic success of their children. Those children whose parents are not helping them, are poor in study. Teachers can play the role of a real father by contacting their parents to participate in their children academic activities (Wanke, 2008). Studies have indicated that there is a direct link between social and emotional variable with academic performance of students. The more the parents of a learner are social, the more the children will be social and will bear a positive approach. The more the parents are having the characteristic of loving and caring, the more it will have a positive and fruitful effect over the academic achievement of a learner (Griffith, 2009). Parent's involvement is such a variable that has deep rooted effects on every aspect of a child. Parental involvement influences curricular as well co-curricular activities. Parents are not only responsible for helping and coordinating the learning activities but are also having strong connection with how to compel the children to be focused towards their learning , how to behave with their peers, conduct level inside as well outside the class. Parents can directly help their children at home as well as can contact school. In other words, parents can coordinate at formal as well as at informal level for the sake of better academic achievement of their children (Hooge, 2010).

There occur a strong association between parent's participation and school activities. The more the communication of parents with teachers is strong, the academic achievement of students and vice versa. The communication of parents and its affect over the school activities are just like as the two sides of a same coin (Hooge, 2010). One of the critical and crucial factor that determines student academic achievement is, up to what extent, why and how the parental involvement moulds and shapes the academic achievement. There are mainly six types of parent involvement that influence academic functions (Valerie, 2011).

There are different perceptions of parents and teachers regarding the definition of parent's involvement. According to teachers' opinion, parental involvement can be considered as their regular and constant contact with school. The contact may be direct with teachers at school or it may be in

the form of e-mail or any social networking application like Skype, Yahoo messenger, WhatsApp etc. According to parents, parental involvement is the collection of all those activities that is carried out at home. There is always a positive influence when parents are given the opportunity to participate in school based activities (Jayne, 2003). Once parents are getting involved in the academic activities of their children, the results will obviously come out as positive which will enhance the academic performance of the children. So, first of all a message should be sent into the mind of the parents that their keen interest is very much important for the constant success in the academic performance of their children (Anderson, 2007). Teachers have the opinion that if parents play the role of a volunteer for the sake of better academic achievement of their children, as a result of this volunteer function, so many sectors of schooling can be polished such as the recruitment, training, teaching methodology, and so many other aspect that affect the academic achievement of the students (Epstein, 2008).

The study is to examined teachers' perception of Influence of single parenting on students' academic activities in kwara state. Specifically the study:

- a. examined the level of single parental involvement to the student's academic work.
- b. Examined the level of single parental involvement on the supply of school materials.
- c. examined the level of single parental involvement on the provision of basic necessities.
- d. examined the level of single parental involvement on the provision of good shelter.

Research Questions

The following research questions were raised to guide this study:

- a. What is the teachers' perception of level of single parental involvement to the student's academic work?
- b. What are the teachers' perceptions of level of single parental involvement on the supply of school materials?
- c. What are the teachers' perceptions of level of single of parental involvement on the provision of basic necessities?

d. What are the teachers perceptions of level of single of parental involvement on the provision of good shelter?

The evolving landscape of family structures, particularly the prevalence of single-parent households, raises questions about the impact of such structures on the academic engagement of senior school students. While teachers play a central role in shaping the educational experiences of students, their perceptions regarding the involvement of single parenting in students' academic activities remain an underexplored area. This study seeks to address this gap by investigating the nuanced dynamics of teachers' perceptions, examining how single parenting influences senior school students' academic engagement in Ilorin metropolis. The central question guiding this research is: How do teachers in Ilorin metropolis perceive the level of involvement of single parenting in senior school students' academic engagement, and what insights do their perceptions offer for crafting targeted interventions and support systems? Studies such as that of Amato (2001) provides insights into the impact of divorce on children, including potential effects on academic engagement. It establishes a foundation for exploring how family disruptions might influence students' educational experiences. The work of Dornbusch, Ritter, Leiderman and Freleigh (1987), the study explores the relationship between parenting styles and adolescent school performance. Understanding how parenting practices may influence academic engagement serves as a valuable reference for examining similar dynamics in the context of single-parent households.

This study investigates the role of parenting and academic socialization in school readiness. It offers insights into how variations in parenting practices and family income may influence students' preparedness for academic engagement, providing a backdrop for considering similar factors in single-parent households. While these studies may not directly address the proposed research problem in Ilorin metropolis, they offer a foundation for understanding the broader dynamics of family structures and their potential influence on students' academic engagement. Researchers can draw on these studies to inform their exploration of teachers' perceptions in the specific context outlined in the research problem.

Methodology

This study employs the descriptive type of survey of investigation on teachers' perception of the influencing single parenting on students' academic activities in Ilorin Metropolis. According to Jackson (2009), descriptive survey approach is based on the data obtained through questionnaires, self-report and observation and the results maintained through this method can be statistically examined. The preference of the descriptive survey is also in line with Sambo (2008), claim that it is focused on gathering data that has to do with other people's point of view.

The population consists of lower basic and senior school teachers and students while the target population for the study is upper basic and senior school 1, 2 and 3 teachers in Ilorin metropolis. There are 36 schools in Ilorin metropolis out of which 15 was purposively sampled. Sampling technique used for this study is proportionate sampling techniques and used simple random sampling for selecting 300 and teachers in all selected schools.

A four Likert-scale questionnaire was used to elicit the needed information from respondents. With psychometric properties of content validity and reliability index of 0.72. after a test re-test procedure was conducted with a population other than the real population size for the study, within an interval of three weeks and Cronbach alpha was adopted for the analysis.

Self-administration of the questionnaire was adopted for the collection of the instrument from the sample population. The Statistical Package for Social Sciences (SPSS) was used to evaluate the data obtained, and descriptive analysis of frequency counts was employed to measure the study's components. Frequency and percentage were the descriptive statistics used.

Results

The findings of the study was presented as follows:

Research Question One: What is the teachers’ perception of level of involvement of single parents’ in the students’ academic work?

Table 1: Single parents’ involvement in students’ academic work

Statements	SA (%)	A (%)	D (%)	SD (%)
Single parenting affects children’s academic achievement	29.0	33.0	25.0	13.0
Single parents do not have enough time to show commitment to their children’s school process activities.	12.0	44.0	36.0	8.0
Single parents do not show strong passion towards their children’s school process activities	11.0	13.0	52.0	24.0
Single parents do not show a strong goodwill towards their children’s school process activities	24.0	56.0	15.0	5.0

Table 1 showed the response of respondents on teachers’ perception on single parents’ involvement in students’ academic work. It revealed that, 56.0% of the respondents agreed single parents do not show a strong goodwill towards their children’s school activities, 52.0% disagree that single parents do not show strong passion towards their children’s school activities, 44.0% agreed that they do not have enough time to show commitment to their children’s school process activities and 33.0% agreed that single parenting affects children’s academic achievement. This implies that, since it has that single parents do not have strong goodwill, passion and time to be involved in students’ academic work, the teachers are of the view that, that single parents’ are not involved in students’ academic work.

Research Question Two: What is the teachers’ level of perception on single parents’ involvement in the supply of school materials?

Table 2: Single parents' involvement in the supply of school materials

Statements	SA (%)	A (%)	D (%)	SD (%)
Single parents lack time and therefore do not attend to their children's needs.	26.0	45.0	17.0	12.0
Single parents lack the financial strength in providing for their children's academic activities	21.0	40.0	25.0	14.0

Table 2 showed the response of respondents on teachers' perception on single parents' involvement in the supply of school materials. It revealed that, high level of poor involvement in the supply of school materials

Research Question Three: What is teachers' level of perception of single parents' involvement in the provision of basic necessities?

Table 3: Single parents' involvement in the provision of basic necessities

Statements	SA (%)	A (%)	D (%)	SD (%)
Incomes of single parents have a strong impact on what methods of child rearing is provided to their children.	5.0	14.0	50.0	31.0
Children of working class single parents often grow up at a disadvantage with their schooling	10.0	32.0	47.0	11.0
Lower working class single parents do not give their children the kind of social networking that intact families do.	36.0	35.0	17.0	12.0
Single parent homes lack money required to give their children proper attention for their academic activities	9.0	23.0	53.0	15.0

Table 3 showed the response of respondents on teachers' perception on single parents' involvement in the provision of basic necessities. This was evident in the result presented in table 3. This implies that, in the views of the teachers' lack of money, incomes, working class do not affect single

parents single parents’ involvement in the provision of basic necessities for students’.

Research Question Four: What are teachers’ perception on single parents’ involvement in the provision of good shelter?

Table 4: Single parents’ involvement in the provision of good shelter

Statements	SA (%)	A (%)	D (%)	SD (%)
Home structure affects intellectual stimulation at school activities of children and academic performance of children in the primary school	35.0	42.0	19.0	1.0
Single parent homes present real danger to the emotional, and mental adjustment of the primary pupils and their academic performance	11.0	45.0	34.0	10.0
Single parent home endanger the pupils intellectual stimulation at school process activities	15.0	32.0	44.0	9.0
Pupils from single parent homes perform poorly in their academic achievement due to lack of having good relationship with other children in school.	14.0	18.0	37.0	31.0

Table 4 presented the response of respondents on teachers’ perception on single parents’ involvement in the provision of good shelter. It revealed that 45.0% of the respondents agreed that single parent homes present real danger to the emotional, and mental adjustment of the primary pupils and their academic performance, 42.0% agreed that single parents home structure affects intellectual stimulation of school activities of children and academic performance of children in the primary school and 37.0% disagreed that pupils from single parent homes perform poorly in their academic achievement due to lack of having good relationship with other children in school. Since single parent homes present real danger to the emotional and mental adjustment, as well as the intellectual stimulation of school activities and academic performance of children in the primary school, the teachers’ are of the view that single parents’ homes do not provide good shelter for students’.

Discussion of Findings

This study is about Teachers level of perception on involvement of single parenting on students' academic activities in Kwara state. The first finding of this study revealed that single parents are not involved in students' academic work. Individual circumstances can vary. Factors such as time constraints, work responsibilities, or personal challenges may influence a single parent's involvement in the academic work of a child. From work to appointments, a single parents schedule is going to fill up fast. A significant step to take in managing these tough schedules is to first prioritize the tasks. If possible, a single parent should try to work with their employer in finding a work schedule that will assist with other priorities (Grasser, 2003). Emotional stress also contributes to the lack of involvement in students' academic work because the emotional strain of being a single parent might lead to reduced energy and focus, affecting their involvement in their child's academics

The second finding of this study revealed that single parents are not involved in the supply of school materials to students. One of the challenges faced by single parents is financial problems which is one of the major challenges faced by most single parents. No financial support is available to them, they have to manage everything on their own. In addition, single parent families are still nearly twice as likely to be in poverty as those in couple parent families, with 67% of single parents reporting that they struggle with finances (Gingerbread 2015).

The third finding of this study reviews that lack of money, incomes, working class do not affect single parents involvement in the provision of basic necessities. Although parents were interested, informed and concerned regarding their children's education, they felt excluded from participation in decision-making about school management and organisation, about matters that affected them personally and financially, and about their children's progress. We suggest that heterogeneity in working-class voice merits further research.

Hoffman (1994) also reported that even working class mothers spend as much time if not more with the children. They ensure they visit the schools when fathers cannot.

The last finding of this study reviews that single parents' homes do not provide good shelter for students. it's essential to acknowledge that some single-parent households, like some two-parent households, may face

challenges in providing adequate shelter due to financial limitations, housing affordability, or other circumstances. These challenges can impact a student's well-being and educational experience. Single-parent households may also face unique challenges, such as time constraints due to sole caregiving responsibilities or financial limitations, which can affect the amount of intellectual stimulation and support that a child receives at home. Many homeless mothers have not graduated from high school have very inconsistent work histories, and are much more likely to rely on public assistance than on earned income to support their families (Bhurt & Cohen, 1989; Goodman, 1991). Many families are low-income but sit above the federally-defined poverty line. Children from these families are also more likely to have poor life out-comes compared to those in higher-income families. Additionally, low-income kids (below or above the poverty line) often live in less safe communities with limited access to quality health care, comprehensive support services and enriching activities.

Conclusion and Recommendations

Single parenting level of involvement in the academic activities of their students is low, and that was why their contributions to academic works, supply of school materials, basic necessities of life and good shelter. All these were hindered by basic ally their financial problems and limited incomes can pose significant obstacles for single parents in supporting their child's education adequately. Despite their interest and concern for their children's education, some single parents may feel excluded from decision-making processes and school management due to their working-class status. However, it is essential to note that many single parents, including working-class mothers, make efforts to engage in their child's education and visit schools when possible.

Furthermore, single-parent households may face challenges in providing stable shelter for students, which can affect their overall well-being and educational experiences. Many single-parent families, including those with low incomes, may live in less safe communities with limited access to quality healthcare and support services.

Overall, this study sheds light on the complexities of single parenting and its potential effects on students' academic activities. It emphasizes the importance of understanding and supporting single-parent households to ensure that students receive the necessary resources and opportunities to

thrive academically. Further research and initiatives are needed to address the unique challenges faced by single parents and their children in the education system.

Based on the findings of this study, the following recommendations were made: Parents should be made to contribute actively in their children's education by getting involved in their academic activities, supply school materials, provision of good shelter and other basic necessities of life.

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TECHNIQUES AND RESOURCES EMPLOYED BY CHRISTIAN RELIGIOUS TEACHERS IN TEACHING SECONDARY SCHOOL STUDENTS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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Abstract

Christian Religious Studies (CRS) is a subject in the school curriculum that is meant to nurture the students to be good citizens as individuals who are morally and academically sound. However, the poor performance of students in CRS and the decrease in enrolment of students in the subject brought to light the urgent need to investigate the techniques and resources teachers employ in teaching Christian Religious Studies (CRS). The population for the study were CRS teachers in senior secondary schools in Ilorin Metropolis. The target population of the study comprised all the CRS teachers teaching SS 3 classes. Purposive random sampling technique was adopted to select all the 100 CRS teachers teaching at the SS 3 classes. The instrument for gathering data for this study was questionnaire while descriptive and inferential statistics were used to analyse the data gathered through a researcher- designed questionnaire. The mean and rank order were the statistical methods used to analyse the data gathered through a researcher-designed questionnaire. The findings of the study established that non- human resources was the most used technique. On the resources,

it was found out that computer and internet were the most used. The result revealed that there was no significant difference in the techniques and resources employed by CRS teachers based on gender. Based on the findings, it is recommended that teachers be encouraged to use proper and adequate techniques and resources in teaching. They should also endeavour to update their knowledge of pedagogy through constant attendance at seminars, workshops, and in-service training in order to be abreast on the techniques and resources used in teaching CRS.

Keywords: Christian Religious Studies, Techniques, Resources

Introduction

Christian Religious Studies (CRS) is a subject of study in schools taught to acquaint students with the basic knowledge of Christian doctrines. It is a subject taught from the primary to the tertiary school level of education. Its aim is to inculcate in the children moral and spiritual values that will give rise to character formation and patriotism (Edube & Odiegwu, 2014; Okoro, 2013). Despite the importance accorded Christian Religious Studies (CRS), students seem not to be interested in learning the subject but just to pass (Kalu 2012). This is reflected in the low enrolment and poor performance of students in this subject at the school certificate level (Ojo, 2016; Abdur-Rafiu (2020). Most students in schools seem to attend CRS classes just because it is one of the compulsory subjects in the school curriculum at the basic school level. This subject is seen by some people as something that should be taught in churches, and teachers have nothing new to enrich themselves with (Kalu 2012). The teaching and learning of CRS have for a long time been taken lightly. It is believed by the students that it doesn't require much time to be spent studying it and that it is merely reading the Bible. This is seen as a reason why the performance of students in CRS at both the NECO and WASSE has not been encouraging.

Teachers occupy a very important position in the implementation and curriculum content, aims, goals, and objectives of education. They are the primary determinants of what learners learn. This means they are indispensable in the selection of techniques and resources that would be appropriately employed in the teaching and learning processes. Quality teaching involves the selection of suitable techniques and resources to interpret the concept taught, effective use of time, knowledge of the subject

matter, and the ability to present the subject matter to learners in a way they can comprehend and receive prompt feedback from evaluation. The essence of teaching in any society is to help individuals achieve their educational goals. The concept of teaching involves sharing experience between the teacher and the learner. Bolarinwa (2017) defined teaching as the impact of knowledge from one person to another and the guiding of someone to behave in a particular manner.

Teaching method is viewed as a professional technique teachers' use in their instructional exercises to enable learners to acquire relevant knowledge and skills (Edube & Odiegwu 2014). Most researchers, like Mkpa (2009) and Onwuka (2010), opined that no one teaching method or technique should be adhered to for effectiveness since each has its merits and demerits in the teaching enterprise. It is advisable that teachers of CRS adopt the appropriate method in order to enhance the interest of students in the subject. Many researchers have identified teaching methods that are effective for teaching and learning CRS, such as discussion, demonstration, discovery (Edube & Odiegwu, 2014; Kalu, 2012), simulation, and drama (Mkpa, 2009; Odo, 2011; Wagner, 2010).

Teachers need to be well equipped with the methods of teaching, as the teacher is responsible for translating policy into action in the classroom. However, an effective and efficient CRS teacher must have knowledge of what to teach and how to teach it. They must have knowledge of the content and master the teaching methods and strategies to facilitate effective interaction between the learners and the content. They should also give room for students' own process of exploration and discovery, which is otherwise known as the problem-solving method in teaching. Ayodele (2007) opined that the objectives of the lesson will prompt the teacher to select the appropriate techniques and resources.

In getting students motivated, the teacher employs different means and tactics, which are otherwise known as techniques. Techniques are processes or steps by which a goal is accomplished. It could be referred to as what teachers themselves employ to solve problems they encounter while teaching. Techniques are also called strategies of delivery; this is a subset of teaching methods of introducing, explaining, and giving practice in evaluating or recapitulating by the teacher. They are a teacher's attribute—the style with which a teacher delivers his or her lesson.

Resources are assets teachers draw from to achieve the goal of instruction. Lawal (2006) defined them as any object, person, or place that facilitates the planning, implementation, and evaluation of teaching and learning, together with the feedback that goes into the instructional system. They are used by teachers to assist students in meeting expectations. Since the overall goal of teaching and learning is the development of a total being (cognitively, affectively, and psychologically),

A good instructional resource should aid learning in these aspects. It should be noted that no other resource can take the place of the teacher in instruction. He alone is the only resource that can perform the triple function of initiating, facilitating, and sustaining knowledge. Hence, the teacher should therefore possess the right attitude, knowledge, and skill in the use of other resources. That is, a particular teacher can employ a particular technique in teaching a class and may decide to use another technique in another class. Instructional resources can be used or employed at all stages of instruction in order to achieve desired goals. Instructional resources help both the teacher and the learner to teach and learn with ease. They are things such as charts, models, overhead projectors, films, TV, computers, etc.

It has been established that the roles of techniques and resources are vital to the teaching and learning processes as they enhance instruction and also help to concretize abstract ideas. As a result of the invaluable importance of techniques and resources to the teaching and learning process, there is a need to analyze how secondary school teachers use them in teaching CRS.

Poor performance of students in CRS and the decrease in enrolment of students in the subject brought to light the urgent need to investigate the techniques and resources teachers employ in teaching Christian Religious Studies (CRS). Inadequate teaching resources or lack of it makes the teaching and learning of CRS difficult for students. The way CRS is looked done upon by people demoralises students and turns away candidates from offering the subject which in turn affects the enrolment pattern of the subject.

Stakeholders in education and relevant established examination bodies have been showing great concern over the poor performance of students in CRS at the secondary school level (Abdur-Rafiu, Ajidagba and Rafiu 2020). Similarly, students' poor academic achievements in the

subject have also warranted discussion among scholars especially on possible precipitating factors (Lawal, 2001). Evidences that are obvious in schools are factors like unqualified teaching staff, lack of teaching facilities, poor teachers' motivation and inadequate supervision /inspection.

Several studies have been conducted in areas related to this study. For instance, Azlina and Adnan (2019), Bhasah, and Harison (2013) investigated on the most commonly used method in the teaching of religious education, Abiola (2012) assessed the resources used for in senior secondary schools in Kwara State. Wainaina (2011) worked on teaching methodologies that could stimulate students' interest in teaching CRS. Bamiro (2015) investigated the use of appropriate resources and strategies in teaching among secondary school students. However, these researchers did not delve into the effect of these methods and strategies on the performance and enrolment of students in Christian Religious Studies and this is the gap which this study is out to fill. Therefore, this study is focused specifically on the techniques and resources for teaching Christian Religious Studies (CRS) as it affects students' performance and enrolment at Ilorin Metropolis.

1. To examine the techniques teachers employ in teaching Christian Religious Studies in secondary school
2. To examine the resources employed in teaching Christian Religious Studies in secondary school
3. To find out the differences in techniques used by teachers based on gender.
4. To find out the differences in resources used by teachers based on gender.

Research Questions

1. What are the techniques used by teachers in teaching CRS among secondary school students?
2. What are the resources used by teachers in teaching CRS among secondary school students?
3. Is there any difference in the techniques employed by teachers in the teaching of CRS among secondary school students based on gender?

4. Is there any difference in the resources employed by teachers in the teaching of CRS among secondary school students based on gender?

Hypotheses

1. There is no significant difference in the techniques male and female teachers employ in teaching CRS.
2. There is no significant difference in the resources male and female teachers employ in teaching CRS in Ilorin.

Methodology

This is a descriptive survey, the design was considered appropriate for this study because it allowed the researchers to gather respondents' opinion on the techniques and resources employed by Christian religious teachers. All secondary school teachers in Ilorin metropolis, Kwara State, constituted the population of this study. The target population for the study were all CRS teachers in Public Secondary Schools in Ilorin, Kwara State, while purposive sampling technique was used to sample all the 100 CRS teachers teaching SS 3 students. The instrument that was used in the study was a researcher-designed questionnaire titled "Techniques and Resources Employed for Teaching CRS among Secondary School Students in an Ilorin Metropolis."

It was made up of two sections (A and B). Section A consists of items that focus on the demographic information of respondents, such as gender, name of school, and educational qualification. Section B is made up of two clusters containing techniques and resources employed by CRS teachers. Cluster 1 contains items on techniques employed by teachers, and Cluster 2 contains items on resources used by teachers in the teaching of CRS. A four-point rating scale was developed to test students agreement on teaching techniques and resources for teaching, namely: Always (A), Often (O), Seldom (S), and Never (N), which were scored at 4, 3, 2, 1, and respectively, such as A (4 points), O (3 points), S (2 points), and N (1 point). Mean score up to 2.50 above were accepted as techniques or resources used, while mean scores below 2.50 were regarded as not been used.

The instrument was face-validated by three experts, two from the test and measurement unit of the department of social sciences and one from the arts education department at the University of Ilorin. Test re-test method was

employed and subjected to Pearson Product Moment Correlation Coefficient (PPMC) and yielded 0.75 using Cronbach alpha method. The data collected was analyzed descriptively using mean and rank order to answer the research question, and a t-test was used to test the hypotheses at the 0.05 level of significance.

Results

To answer this research question, participants responses on the techniques employed by teachers in the teaching and CRS were analysed using the mean and summary of the result is presented in table 1. Mean score up to 2.50 above were accepted as techniques or resources used, while mean scores below 2.50 were regarded as not been used.

Research Question One: What are the techniques used by teachers in teaching CRS among secondary school students?

Table 1: Techniques used by Teachers in Teaching CRS

S/N		Mean	Rank
1	Give class assignment / class work that guide the students to a better understanding of concept taught	3.08	4
2	Engage in short demonstration to make learning easy	3.28	2
3	Make use of life approach to drive home some points	2.41	12
4	I do not ignore students questioning or confusion when teaching	2.52	11
5	Make students to rewrite topics treated from their memory	3.59	1
6	Lessons are partly based on students previous knowledge	2.56	10
7	I adopt concept clarification and informal approaches	3.00	6
8	Attitude and interest of the students are considered	3.19	3
9	Make students to brainstorm on thought provoking questions to solve problems and bring out moral lessons	3.05	5
10	I use a combination of techniques to facilitate effective instruction	2.86	8
11	Make students to give a summary of topics studied	2.59	9
12	Involve the students in role play strategy	2.89	7

Table 1 depicts the respondents views on techniques used in the teaching of CRS by teachers in secondary schools in Ilorin metropolis. Based on the

ranking order, the first three techniques are: students were asked to rewrite topics treated from memory (3.59), the use of demonstrations to make learning easy (3.28), and the attitude and interest of the students are considered (3.19). However, the least three techniques used were: lessons are partly based on students previous knowledge (2.56), teachers do not ignore students questioning when teaching (2.520), and using the life approach to drive home some points. From the analysis, it showed that the techniques mostly used by teachers include demonstration, asking students to recall from memory what they have learnt and considering their interest and attitude in the course of teaching.

Research Question Two: What are the resources used by teachers in teaching CRS among secondary school students?

Table 2: Resources used by Teachers in Teaching CRS

S/N		Mean	Rank
1	I use technologies such as computers and the internet to motivate students in class for students to retain longer	3.96	1
2	I use audio visual resources to enhance understanding of the topic taught	3.75	3
3	I use improvised resources in order to be closest to real life experience	3.11	7
4	I play video of some biblical events for the students to watch	2.82	11
5	I invite resource persons to talk to the students about religious events.	2.81	12
6	I use pictures as an effective way of motivating students to learn	3.74	4
7	Use instructional resources to make learning outcomes to be vividly understood	3.86	2
8	I use a combination resources in teaching based on the complexity of the topic	3.05	8
9	Use media resources for successful curriculum implementation	2.96	9
10	I use over head projector to make concepts more real to students and more applicable to their lives.	3.33	6
11	I embark on excursion to places of religious interest for my students	2.83	10
12	I invite resource persons to talk to the students about religious events and festivals	3.68	5

Table 2 shows that items 1, 7, and 2, which state that technologies such as computers and the internet are used to motivate students to retain longer what is taught, use instructional resources to make learning outcomes vividly understood, and I use audio-visual resources to enhance understanding of the topic taught, have mean scores of 3.96, 3.86, and 3.75 ranked 1st, 2nd, and 3rd, respectively, while item 5, which states that I invite resource persons to talk to the students about religious events, has a mean score of 2.81 ranked 12th. It therefore means that resources used mostly by teachers include the computer and audio visual aids to make learning vivid and understood.

Hypotheses Testing

Hypothesis One: There is no significant difference in the techniques male and female teachers employ in teaching CRS.

Table 3: Independent Sample t-test Analysis of Gender Difference in the Techniques Employed by Teachers in the Teaching of CRS

Gender	N	X	Sd	df	t	Sig. (2-tailed)	Remark
Male	34	3.27	.282				
Female	66	3.20	316	98	.995	.321	Accepted

From Table 3, it can be deduced that gender does not significantly influence the techniques employed by teachers in teaching Christian religious studies. This is reflected in the findings of the hypothesis tested (df (98), $t = 995$, $p > 0.05 = 0.321$). Thus, the hypothesis, which states that “there is no significant difference in the techniques male and female senior secondary school students and teachers employ in teaching CRS,” is accepted.

Hypothesis Two: There is no significant difference in the resources male and female teachers employ in teaching CRS.

Table 4: Independent Sample t-test Analysis of Gender Difference in the Resources Employed by Teachers in the Teaching of CRS

Gender	N	X	Sd	df	t	Sig. (2-tailed)	Remark
Male	34	3.304	.231				
Female	66	3.264	.292	98	.705	.482	Accepted

From Table 4, it is revealed that gender does not significantly influence the resources employed by teachers in teaching CRS. This is reflected in the findings of the hypothesis tested ($df (98), t = .705, p > 0.05 = 0.482$). Thus, the hypothesis, which states that “there is no significant difference in the resources male and female senior secondary school teachers employ in teaching CRS,” is accepted.

Discussion of Findings

The findings of the study revealed that techniques commonly used by CRS teachers were the writing of topics from memory, the use of demonstration, and consideration of attitude and test. The result of this study also corroborates that of Newcomb (2010), submitted that discussion methods, demonstration methods, and field trips are techniques used by teachers to teach CRS. Lack of usage of relevant and effective teaching techniques could lead to abysmal students’ performance in CRS. This assertion is in consonance with Qutub (1977), who found that most teachers seldom or never make use of good teaching techniques to enhance their teaching. He attributed this to a lack of confidence and pedagogical skills. This finding also aligns with Salako (2000), Ajidagba (2002), Yoloye (2008) and Balogun (2013), who all noted that the poor performance of students in CRS might be due to the wrong techniques adopted by teachers during the teaching and learning process.

From the findings of the study, it was indicated that non-human resources were the most used by teachers, and excursions to places of religious interest were the least used resources. This means that the majority of the sampled teachers used non-human resources to teach the students. The result is in line with that of Henson (2011), who opined that non-human resources are mostly used by teachers in order to sharpen and broaden learners sense of imagination. This study also found that pictures, TV programs, video players, dictionaries, audio-visual flip charts, etc. were

always employed in teaching CRS. The findings are supported by the resource listing of Lawal and Olajide (2004), who agreed that textbooks, stories, songs, plays, pictures, and a host of others are some of the most common instructional resources that have proved highly useful in teaching and learning.

It was also found out that there was no significant difference in the techniques and resources used by male and female CRS teachers in teaching. This means that teachers' use of techniques and resources in teaching CRS among students is independent of gender. The result is in consonance with Lawal (2006) and Adebileje (2015) in their studies that gender has no influence on teachers' performance. The result of the study also supported that of Amadi (2010), who found that gender was not a determinant factor for effective and efficient teaching in the classroom. This finding is contrary to the findings of Hut (2012), who revealed that female teachers performed better than male teachers in the use of instructional resources in teaching and learning. The study findings on gender agreed with Monyao (2017), who reported that CRS is perceived as a female-oriented subject by most of the body when selecting the learning areas.

Conclusion

From the findings of this study, it is concluded that the teachers are not using up-to-date techniques that would facilitate better understanding on the part of the students. Moreover, enough resources are not been used in the learning process which would have improved the academic performance of the students.

Recommendations

1. CRS teachers should employ techniques and resources to ease and sustain the interest of the learners.
2. Teachers should be encouraged to attend workshops, seminars, and conferences to expose them to the different techniques and resources in order to improve the performance of the students.
3. Appropriate techniques and resources should be made available, to teachers so that it can be deplored for the teaching of CRS

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INVESTIGATING THE PROFICIENCY OF EMPLOYABILITY SKILLS AMONG UNDERGRADUATE STUDENTS IN A NIGERIAN UNIVERSITY, KWARA STATE, NIGERIA

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Abstract

Persistent challenges associated with graduate unemployment in Nigerian society stem from graduates' inability to align with the evolving demands of the labor market. This concern has garnered considerable attention in the contemporary labor landscape. Employers, educational institutions, and policymakers are increasingly highlighting the significance of 'employability skills' to ensure graduates are adequately prepared for the dynamic labor market, as these skills are often not explicitly taught in academic settings. This study delves into the landscape of proficiency of employability skills among undergraduate students in Kwara State, Nigeria, with a specific focus on students at the University of Ilorin. The research explores the extent of self-development skills, job searching techniques, and interview skills among the student population. Utilizing a descriptive research design based on a survey approach, the study involved 450 participants selected from a larger population of 2,106 students. Employability Skills of Undergraduates Questionnaire (ESUQ) served as

the primary data collection instrument, exhibiting high reliability with Cronbach Alpha coefficients of 0.82, 0.84, 0.86, and 0.76. Analysis incorporated statistical measures such as frequency, percentage, mean, and standard deviation. The findings indicate that the overall employability level of undergraduates at the University of Ilorin is situated at an average level. The study recommends the urgent implementation of a comprehensive graduate employability program by the University management. This program should encompass essential employability techniques, including interview skills, job searching skills, entrepreneurial skills, and self-development skills, to better equip students for the demands of the contemporary labor market.

Keywords: Employability, determinants, employability skills, self-development skill, interview skills, job searching techniques

Introduction

Education stands as a paramount priority in numerous African nations, with Nigeria being no exception. The emphasis on education is rooted in the understanding that it serves as a strategic investment in the populace, forming the cornerstone for subsequent nation-building endeavours. This recognition is underscored by the pivotal role education plays in fostering economic and social development, aligning with the requirements of a knowledge-based economy. According to the Federal Government of Nigeria (FGN, 2009), the primary objective of education is to cultivate citizens who are not only resourceful and patriotic but also liberated from mental colonization, fostering independence. In essence, the educational system of a country should be geared towards enhancing the quality of life for its citizens and equipping them with the essential skills necessary for meaningful employment.

Higher education, as a critical component, significantly contributes to the comprehensive development of students, particularly in the cognitive, psychomotor, and affective domains of learning. These domains represent prospective attributes that learners need to cultivate, ensuring the holistic enhancement of their physical, psychological, emotional, and intellectual capacities. Such multifaceted development is instrumental in the cultivation of employability skills, as highlighted by Akhuemonkhan, Raimi, and Sofoluwe (2013). The educational framework in Nigeria, as outlined by

FGN (2009), comprises three main sectors: primary, secondary, and tertiary education. Primary education serves the purpose of establishing a foundational and preparatory groundwork for learners, fostering moral soundness, and enabling meaningful contributions to national improvement. Secondary education, on the other hand, equips learners with job-specific skills, including entrepreneurial, vocational, and technical abilities, fostering independence. Tertiary education, being the pinnacle, capitalizes on the initial skills acquired to prepare individuals for the labor market.

In the execution of its responsibilities, higher education extends diverse opportunities, particularly benefiting the less privileged, enabling them to compete effectively in the labour market (Harry, Chinyamurindi & Mjoli, 2018). Sodipo (2014) asserted that classroom activities often centered on theoretical concepts rather than practical, marketable skills. The term "marketable skills" implies a set of abilities, knowledge, and attributes that make an individual attractive and valuable to employers in the job market. These skills are sought after by employers because they contribute to an individual's effectiveness and productivity in a specific role or industry. Marketable skills can enhance an individual's employability, job performance, and career advancement prospects. (Jackson, 2014).

Contemporary literature underscores the increasing acknowledgment of the employability concept as a focal point of scholarly investigation (Artess, Mellors-Bourne & Hooley, 2017). Despite variations in the articulation of 'employability', there exists a common ground among scholars (Harry, Chinyamurindi & Mjoli, 2018). Employability, as described by Jeswani (2016), refers to the capability requisite for graduates to secure and sustain employment opportunities. Chavan and Carter (2018) highlight that while employability does not guarantee automatic employment, it substantially enhances the likelihood of securing employment. Lourens (2016) contends that educational institutions offer significant opportunities for students' personal development, satisfaction, and financial gains. Consequently, students perceive employment opportunities as a primary motivation for pursuing higher education.

However, the current Nigerian education system, characterized by recurrent bottlenecks and challenges, impedes students' employment prospects (Osidipe, 2017). In response to this, it is crucial for education stakeholders and relevant authorities to collaboratively design educational

programs that empower undergraduates with the knowledge and skills necessary for self-employment and entrepreneurship. Paramount in this endeavor is the augmentation of their employability skills. Empowering students with a profound understanding of employability skills provides them with the awareness of their potential skills, attitudes, and the capacity to evolve into active contributors to the workforce (Artes, Mellors-Bourne & Hooley, 2017). Unfortunately, student awareness concerning employability is occasionally overlooked, a gap that persists unexplored in the context of Nigeria (Oluwatobi et al, 2017). Moreover, these skills hold significant value for both employers and employees, particularly in navigating the evolving dynamics of organizational changes.

In the contemporary landscape, the logical evolution dictates that producers align with consumers' demands for cost-effective and high-value goods. To remain relevant in the workplace, graduates must leverage their technological skills to provide immediate solutions to challenges. They should also embody effective communication, teamwork, and accountability for achieving valuable outcomes. Consequently, tertiary institutions have implemented curricula emphasizing the enhancement of soft skills. However, this emphasis falls short in adequately assisting graduates in securing and sustaining job opportunities. Ultimately, to achieve optimal results, a synthesis of soft skills with physical skills is essential (Dania, Bakar & Mohamed, 2014; Kraimer, Greco, Seibert & Sargent, 2019). Similarly, Chillias, Marks and Galloway (2015) assert the importance for tertiary institutions to recognize student perspectives on the facets of employability and how they interconnect with skills acquisition.

Employability skills encompass portable competencies sought by potential employers to enhance an individual's opportunities for success in the job market. In conjunction with practical and professional knowledge, employers articulate a range of skills they expect from their employees. Possessing these employable capabilities equips individuals to carry out their responsibilities effectively based on their competencies. According to Wickramasinghe and Perera (2010), employability skills constitute distinct success abilities, understanding, and sterling qualities that aid graduates in securing employment and excelling in their chosen professions. This, in turn, yields significant benefits for graduates, the workforce, the general public, and the broader economy. Likewise, Wise, Henninger & Kennan (2011) posit that graduate employability encompasses a specific set of

skills, attributes, and capabilities enabling graduates to seek and maintain employment. These skills are deemed crucial for assisting graduates not only in obtaining employment but also in advancing in the contemporary workplace.

Employability skills are a collection of skills that go beyond technical knowledge and proficiency. They are often referred to as soft skills or transferable skills. These abilities enhance a person's efficacy, flexibility, and general professional development and are necessary for success in the workplace. Employability skills, such as effective communication, interpersonal abilities, emotional intelligence, problem-solving, critical thinking, adaptability, time management, leadership, digital literacy, global and cultural awareness, interview proficiency, self-development, job searching, self-motivation, initiative, negotiation, and customer service orientation, are essential for thriving in the professional world. Cultivating and highlighting these skills not only improve one's chances in the job market but also play a key role in long-term career achievements (Mansour & Dean ,2016)

Employers highly appreciate these skills in addition to technical qualifications because they contribute significantly to creating a positive work atmosphere and attaining organizational objectives. These attributes go beyond expertise and academic qualifications, reflecting an individual's capacity to collaborate, innovate, and navigate the complexities of the modern workplace. For the purposes of this study, the emphasis will be on self-development skills, job interview skills, and job searching skills.

Self-development skills refer to personal or individual competencies that individuals possess to secure, sustain, and maintain job opportunities. Examples of these skills encompass social skills, self-confidence, communication, honesty, self-directed writing, listening, and basic academic skills such as mathematics. Job interview skills encompass the abilities possessed by graduates or job seekers to excel in official face-to-face interactions with interviewers. Success during the interview session requires knowledge about the company and its operations, awareness of effective questioning techniques, and an organized curriculum vitae. Furthermore, job seekers should possess the skills associated with job search intensity and job search efficacy to secure available job opportunities (Chavan & Carter, 2018).

The realm of job searching skills covers a diverse set of capabilities and approaches individuals use to effectively navigate the job market and secure employment. These skills are pivotal for individuals at various stages of their career journey, whether they are entry-level job seekers or experienced professionals seeking to transition in their careers. This skill set includes essential components such as resume writing, cover letter crafting, networking, online presence management, research skills, time management proficiency, adaptability, and more (Kreemers, Hooft & Vianen,2021).

Presently, unemployment is a pressing issue in Nigeria. Each year, educational institutions, encompassing universities, polytechnics, monotechs, and colleges of education (Harry, Chinyamurindi & Mjoli, 2018), churn out graduates who consistently add to the congestion in the labour market alongside other unemployed youths in the nation. Unemployment has emerged as a critical concern for various stakeholders due to its associated social and economic challenges. It is defined as a circumstance where qualified and willing individuals cannot secure employment, an economic condition in which job seekers remain unemployed (Wickramasinghe & Perera, 2010), or the portion of the labour force without work but actively seeking employment. The National Bureau of Statistics (2019) characterizes unemployment as individuals aged 15-64 actively looking for work during a specific period but remaining unemployed. The persistent increase in unemployment aligns with a surge in societal issues such as kidnapping, money rituals, insurgency, yahoo plus, drug abuse, and armed robbery. Addressing this challenge requires a comprehensive understanding of employability factors and the development of effective strategies to equip graduates for the competitive job market.

The level of unemployment is recognized as a consequential metric for the well-being of a country, carrying both social and economic ramifications. Notably, the influx of graduates from tertiary institutions in Nigeria has surged without a proportionate increase in job opportunities. Former Finance Minister Okonjo-Iweala revealed in 2014 that Nigerian tertiary institutions annually produce 1.8 million graduates eager for employment in the labor market. This rise in graduate youth unemployment has become a hindrance to the economic growth and development of the

country. The accompanying table illustrates the percentage of youth unemployment in Nigeria from 2009 to 2019.

Table One: Youth Unemployment from 2009-2019

	Year	Percentage
1	2019	6.11
2	2018	6.03
3	2017	6.01
4	2016	6.24
5	2015	5.31
6	2014	4.44
7	2013	3.70
8	2012	3.69
9	2011	3.70
10	2010	3.77
11	2009	3.76

Source: National Bureau of Statistics (2019)

The data reveals a continuous increase in youth unemployment in Nigeria from 2009 to 2019, potentially attributed to factors such as job losses and a lack of employability skills demanded by employers. Minister of Labour and Productivity, Chris Ngige, lamented in April 2020 that unemployment in Nigeria was projected to reach 33.5% by the end of 2020 without appropriate interventions. The escalating unemployment trend not only results in financial losses for individuals but also diminishes government revenue, impedes economic growth, and elevates government spending on social benefits.

Business owners nationwide frequently voice concerns that some graduates, while professionally or technically qualified, lack essential employability skills, making them unsuitable for sustained employment (Nwosu & Chukwudi, 2015). Among the contributors to the unemployment rate in Nigeria is employability, the central focus of this study. In response to this challenge, federal, state, and local governments have made concerted efforts to address unemployment by instructing tertiary institutions to implement strategies that produce graduates competitive in the labour market. The success of these efforts remains unclear, and the surge in the labour force without a corresponding rise in possessors of employability

skills has exacerbated the unemployment issue. As a response to this growing problem, this study assesses the employability skills of undergraduates at the University of Ilorin.

The issue of graduates' employability has been a consistent concern for higher education administrators in various developing countries. In the current labour market climate, policymakers continue to stress the importance of 'employability skills' for graduates to navigate the challenges of an increasingly flexible labour market, as these skills are often not taught in schools. This has hindered graduates from securing desired jobs. Owolabi, Jumoke & Oluwatosin (2013) argue that the Nigerian educational system primarily imparts knowledge-based learning, lacking the intellectual ability to apply knowledge appropriately in the workplace.

Despite extensive emphasis on employability skills in tertiary institutions, graduates' performance in the workplace often falls short of employers' expectations (Chavan & Carter, 2018). This discrepancy is particularly evident in Nigeria, where employers' expectations are not fully met by graduates, especially in the areas of self-development skills, job searching skills, leadership skills, conflict resolution, job interview skills, metacognitive skills, critical thinking skills, and decision making. Although graduates demonstrate competence in areas of social responsibility, their insufficient performance in the workplace is linked to inadequate skill development in tertiary institutions. Therefore, there is a need to investigate the proficiency of University of Ilorin undergraduates' employability skills, which is the primary focus of this research.

Several researchers have attempted to identify factors contributing to the high rate of unemployment among Nigerian undergraduates. Omoniwa and Adedapo (2017) argue that the current education system fails to produce graduates with generic and essential skills, leading to a continuous increase in the rate of youth unemployment. Sodipo (2014) conducted research on employability skill development in work-integrated learning environments, emphasizing best practices in the classroom and placement activities that develop employability skills. The study revealed that work-integrated learning was instrumental in equipping new graduates with the skills necessary to sustain job opportunities. Aja-Okorie and Adali (2013) and Raji and Gafar's (2018) studies identified a lack of various skill acquisition programs in Nigerian universities as a contributor to poor employability skills among Nigerian undergraduates. While various

researchers have examined the causes of poor employability skills among Nigerian undergraduates, very few have investigated undergraduates' willingness to acquire various technical skills while still in university. Many undergraduates do not engage in technical skill acquisition, focusing instead on the theoretical aspects of academics and neglecting skill acquisition. This becomes problematic when applying for jobs that require specific skill sets. For the purposes of this study, the emphasis will be on self-development skills, job interview skills, and job searching skills

Purpose of the Study

The study purpose was to assess employability skills possessed by undergraduates in Kwara State, Nigeria. Precisely, the followings were examined:

1. the extent to which undergraduates at the University of Ilorin possessed self-development skills
2. the extent to which of undergraduates at the University of Ilorin possessed job searching techniques
3. the extent to which undergraduates at the University of Ilorin possessed interview skills

Research Questions

The following research questions were stated for this work:

1. To what degree do undergraduates at the University of Ilorin possessed self-development skills?
2. What is the proficiency level of University of Ilorin undergraduates in employing job searching techniques?
3. To what degree do undergraduates at the University of Ilorin possessed in interview skills?

Methodology

This study employed a descriptive research design of the survey type. The design focused on providing a detailed description of an event without manipulating the observed phenomena. This choice allows for generalizations from the sample respondents to the entire population. The population for this study consisted of undergraduates in Kwara State, with the target population being undergraduates in the Faculty of Education at the University of Ilorin. A purposive sampling technique was utilized to

select final year (400 level) undergraduates in the 2018/2019 academic session, with an estimated population of 2,106 students. Final year undergraduates were chosen due to their proximity to graduation and preparation for the labour market. A sample of 450 undergraduates participated in the study. A multi-stage sampling technique was employed. In the first stage, stratified sampling technique was used to categorized faculty into nine (9) departments. In the second stage, a simple random sampling technique was employed to select 50 undergraduates from each department, totaling 450 respondents.

Data were collected using a researcher-designed questionnaire titled "Employability Proficiency of Undergraduates Questionnaire (ESUQ)." The instrument comprised four sections: Personal information, Extent of undergraduates' self-development skills, Undergraduates' possession of job searching skills, and Undergraduates' possession of interview skills. Closed responses on a Likert-type scale were used for Sections B and E (Above Average=3, Average=2, Below Average=1), Section C (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1), and Sections D and F (To small extent=1, To a moderate extent=2, To a great extent=3, To a very great extent=4). The questionnaire underwent face and content validations by experts in Sociology of Education and Educational Research Measurement and Evaluation. Reliability was assessed using Cronbach's alpha, with satisfactory indexes obtained for each instrument sub-scale (α ranging from 0.78 to 0.86). Data analysis involved descriptive and inferential statistics, utilizing percentage and frequency counts for biographical information and percentage, Mean and Standard Deviation for research questions 1, 2, and 3.

Ethical Consideration

Permission was obtained from relevant authorities to administer the instrument. The questionnaire's contents were clearly explained to respondents, emphasizing their right to withdraw consent at any time. Participants were assured of confidentiality, with their information solely used for research purposes. Two research assistants facilitated the administration process, and respondents were not incentivized to provide data.

Results

Answering the Research Questions

Research Question Two: To what extent do undergraduates at the University of Ilorin possessed self-development skills?

Table Two: Extent of undergraduates' possessed self-development skill

Level of Self Development Skill	Score Range	Frequency	Percentage
High	10-20	50	11.1
Moderate	21-30	102	26.1
Small Extent	31-40	298	62.8
Total	450	450	100

The data presented in Table 2 delineates the levels of proficiency in self-development skills among undergraduates at the University of Ilorin. According to the available data, out of the 450 respondents included in the sample, 30 individuals (11.1%) exhibited a high level of proficiency in self-development skills. Furthermore, 102 respondents (26.1%) demonstrated a moderate level of proficiency, while the majority, comprising 298 individuals (62.8%), displayed a limited extent of proficiency in self-development skills.

Research Question Three: What do undergraduates at the University of Ilorin possess in terms of job searching techniques?

Table Three: The level of Undergraduates’ Possession of Job Searching Techniques

S/N	Items	N	Standard Deviation	Mean	Remark
1	I read newspaper pages on job vacancies	450	.68	2.11	Below average
2	I am on LinkedIn to enhance job opportunity	450	.74	3.45	Above average
3	I am on the lookout for any job application online	450	.73	2.32	Average
4	I registered on companies’ graduate trainees platform	450	.74	2.32	Below average
5	I make contact and follow-up on job portals	450	.85	2.22	Average
6	I update elevator speech for various businesses	450	.87	2.30	Average
7	I belong to social media groups for job search and scholarships	450	1.05	2.12	Average
8	I am on twitter for job search	450	1.10	3.10	Above Average
9	I make a career plan	450	1.13	3.26	Average
10	I update my curriculum vitae as the need arises	450	.77	2.33	Above Average
				2.56	
Average					

Below average =1-1.67; Average = 1.68-2.34; Above Average 2.35-3.0

Data in Table 3 signifies the level at which undergraduates at the University of Ilorin possessed job searching skills. Obtainable data shows that the Average Mean score of the items was 2.56 with a Standard Deviation of 0.78 which is the same with the benchmark mean score of 2.50. This indicates that undergraduates at the University of Ilorin averagely possessed job searching skills.

Research Questions Four: To what extent do undergraduates at the University of Ilorin possess interview skills?

Table Three: The Extent to which Undergraduates of University of Ilorin Possessed Interview Skills

S/N	Items	Standard Deviation	Mean	Remark
1.	It is necessary to practice basic interview questions	.81	3.42	To a moderate extent
2.	There is need for undersign illegal questions during interview	.76	2.45	To a small extent
3.	I understand dress code for interviews.	.70	2.17	To a small extent
4.	One has to know the company product and services before going for an interview.	.70	2.37	To a small extent
5.	One needs to study interview questions modes and ethics for better understanding	.55	2.40	To a small extent
6.	It is better to arrive at interview venue ahead of scheduled time	.48	2.76	To a moderate extent
7.	Exhibition of good body gesture during interview is necessary	.55	1.72	To a small extent
8.	In attending an interview, one must be conversant with the company's profile	.47	2.12	To a small extent
9.	The head is important to be kept up during interview	.52	1.68	To a small extent
10.	One must have copies of resume and CV ready before going for an interview	.81	2.82	To a moderate extent
Average			2.39	

***Mean** ≥ 2.50 = Agreed

Table 4 shows the extent to which undergraduates at the University of Ilorin possessed interview skills. Evidence from the table suggests that the Average Mean score of the items was 2.39 with a Standard Deviation of 0.64 which is below the benchmark mean score of 2.50. This indicates that undergraduates at the University of Ilorin to small extent possessed interview skills needed for face interviews.

Discussion of Findings

The findings unveil a discernible pattern in the proficiency of self-development skills among undergraduates at the University of Ilorin. A significant majority, comprising 62.8% of the surveyed participants, demonstrated a restricted proficiency in self-development skills. This trend may be ascribed to traditional academic frameworks that might not adequately address the practical facets of personal development. Furthermore, the limited access of students to resources, such as mentorship programs or workshops, could impede their self-development, contributing to the observed lower proficiency. Individual motivations and priorities also play a role in determining the extent to which undergraduates actively engage in self-development activities. This aligns with Sodipo's (2014) findings on students lacking essential communication and commercial awareness skills, while Nesbit (2012) confirms that the lack of self-development can impact performance, success, and effectiveness, hindering employees from applying existing skills to their own development.

The assertion that undergraduates at the University of Ilorin possess, on average, job searching skills may be attributed to the provision of robust career guidance programs, which significantly contributes to enhancing students' job searching skills. Additionally, exposure to internship programs equips undergraduates with practical skills related to job searching, encompassing resume building and networking. However, some scholars posit a contrary view, arguing that the job market's dynamic nature may render traditional job searching methods less effective. They suggest that adaptability and networking skills could be equally or more crucial than conventional job searching techniques (Brown & Hesketh, 2004).

The observation that undergraduates at the University of Ilorin possess interview skills to a small extent for face-to-face interviews prompts questions about students' preparedness for real-world interactions. This might be attributable to the absence of comprehensive Interview Preparation Programs in institutions, impacting students' limited proficiency in face-to-face interviews. Moreover, students' confidence levels can influence their interview skills, with those possessing low confidence likely to struggle in face-to-face interactions. This stands in contrast to the perspective of Ray and O'Connor (2015), who contend that face-to-face interviews might not be the sole determinant of an individual's

job suitability. They argue that virtual communication skills, including video interviews, are increasingly relevant in today's digitalized job market.

Conclusion

The study underscores the need for enhanced employability programmes in universities, focusing on skills such as interview techniques, job searching, and self-development. The findings signal a call for intensified efforts by university management, particularly the University of Ilorin, to prepare students for the competitive job market.

Recommendations

1. University management should urgently incorporate graduate employability programs into existing curricula, emphasizing skills like interviews, job searching, entrepreneurship, and self-development.
2. Students should proactively engage in skills acquisition programs, extracurricular activities, and emotional intelligence development to enhance their employability.
3. Students should actively seek innovative and creative techniques to make themselves self-reliant and employable.
4. The National University Commission, with expert input, should invest in developing students' talents necessary for self-establishment.
5. Schools should invite industry experts to train students on basic interview questions and conduct.
6. These recommendations aim to bridge the existing gap in employability skills and empower students to succeed in the competitive job market.

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PRE-SERVICE TEACHERS' KNOWLEDGE AND ATTITUDE TOWARDS WEBQUEST INSTRUCTION IN TERTIARY INSTITUTIONS, KWARA STATE

By

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Abstract

Inadequate knowledge and attitude has been found to be a barrier toward webquest instruction. Pre-service teachers need adequate knowledge and skills on the emerging trends of ICT. Therefore, this study was carried out to assess the pre-service teachers' knowledge and attitude toward webquest instructions in tertiary institutions in Kwara State. The descriptive survey research design was adopted for this study. The population of this study comprised all the pre-service teachers in the tertiary institutions in Kwara State. The sample size consisted of 320 pre-service teachers selected across three tertiary institutions in Kwara State using simple random sampling techniques. The instrument for data collection were two researcher's design questionnaires titled: "Pre-service Teachers Computer and Webquest Literacy Questionnaire (PTCWLQ)" and "Pre-Service Teachers' Attitude towards Webquest Questionnaire" (PTATWQ)". The validity of the instruments were done using expert judgement while the test-retest reliability of the instruments yielded 0.83 and 0.76 respectively. Data collected were analyzed using descriptive statistics and Analysis of Variance. It was shown that pre-service teachers have low level of knowledge on web-quest instructions and positive attitude towards using webquest as a means of instruction. Also, results showed that the knowledge and attitudes towards web-quest instruction possesses by the pre-service teacher was not differ based on gender and level of education. It was thereafter recommended that pre-service teachers' knowledge of webquest should be improved through training and workshops on webquest instructions. Also, computer education should be incorporated into the pre-

service teacher' education programme so as to get them acquainted to the use of the internet to facilitate webquest instruction.

Keywords: Pre-service Teachers, Knowledge, Attitude, Web-quest instructions

Introduction

Information and Communication Technologies (ICT) have become key tools and have a revolutionary impact on how people see and live in the world. The place of ICT in education and the world, in general, cannot be ignored. Modern day businesses are conducted and facilitated through the use of telephones, fax machines, and computer communication networks through the internet. This phenomenon has given birth to the contemporary e-commerce, e-government, e-medicine, e-banking, and e-education among others. Adebayo (2008) summed up that ICT is a revolution that involves the use of computers, internet, and other telecommunication technology in every aspect of human endeavor. He posited that ICT is simply about sharing and having access to data with ease. It is regarded as the super highway through which information is transmitted and shared by people all over the world.

Webquest has been defined as an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet. Learners gather information, analyze a body of knowledge, transform it in some way into new understandings and demonstrate in-depth understanding of the material by creating a final product that others can react or respond to (Milson & Downey, 2001; Strickland, 2005). There are different types of webquest, taking the form of mystery tasks, retelling of a situation, problem solving, or judgment decisions. All types of webquests share the same optimal goal; they aim at structuring and directing higher-order learning using computers. In a webquest the learner must interact with the new knowledge to formulate a new hypothesis or to create a new artifact for which the use of computers is essential (Williams, 2004).

Webquest also share the same structure as they all follow a template design of (introduction, task, sources of information, process, evaluation and conclusion). The introduction describes the topic and purpose of the webquest, provides necessary background information and catches the

readers' attention to draw them into the quest. The task explains to the students what they are going to do in the activity, the final performance or product and the tools to be used. The Process describes the steps for completing the task. The resources provide the students with the necessary resources to complete the task and websites. The Evaluation describes to the students how their performance or products will be evaluated and displays a rubric to measure the product as objectively as possible. The Conclusion wraps up the activity, summarizing what the students have accomplished during the Webquest in a short paragraph. Additional links or questions can be included to encourage students to extend their thinking beyond.

The webquest model was created as a tool for integrating Internet use into classroom activities. webquest asks young people to use the Internet to learn about an issue and apply that knowledge to attitudes and to enhance their own environments or future orientations (Abbit & Ophus, 2008). It is a synthesis of Inquiry methods, cooperative learning, problem-based learning, constructivism, and technology integration. Webquest came out as one of the buzz terms that emerged in the last 15 years in multiple fields of education and teacher education alike as they are used to achieve the best use of learners' time, knowledge acquisition and integration and extending and refining knowledge. After working with a Web-quest, learners will have grappled with a significant amount of new information and made sense of it and guidance for the students and instructors. Webquests also help focus students' attention on the provided resources, rather than having students search for them. And they are linked to a variety of positive affective outcomes, such as motivation, increased level of engagement, positive attitudes, and decreased anxiety.

Recently, teacher educators have applied the webquest model with preservice teachers in order to develop technology integration skills related to those used in everyday schools. Webquest allowed educators to see how the Internet could be used in classrooms for inquiry-based teaching and learning. When working with webquest, learners take newly-acquired information and transform the information into authentic learning. Scaffolding in webquest allows students to learn in a different way they are been doing traditionally (Dodge, 2002). Scaffolding creates a temporary framework to support student performance beyond their capacities while completing a webquest (March, 2003). Dodge (2002) states that webquest

allow learners to have a structure to their learning that allows them to act more skilled than they really are and allows the bar of what students can produce to be raised. Scaffolding learning makes learners work with new approaches with the help needed to succeed in these attempts. Scaffolding is used to support the gradual acquisition of knowledge and skills, may help preservice teachers to better understand the underlying assumptions and assess the feasibility of webquest for their teaching (Wang & Hannafin, 2008).

Webquests have become an effective method of incorporating technology with educational concepts. In an interview, Dodge stated his intention for creating a webquest sparked from an interest in allowing his students to further connect with his in-class lesson (Starr, 2000). Using his knowledge of educational technology, Dodge was able to gather information and resources online to support his lesson plans. His creation of a student-centered activity had the ability to integrate online resources with activity-based learning (Dodge, 2002). The development of higher-order thinking skills with content-based learning in the Web-Quest format may prove to be successful, but further research is needed in this area. March (2003), one of the co-developers, states that webquests allow students to construct meaning on a complex topic, preferably in a way that motivates working together and testing ideas in a real-world. Teachers also have the option of developing webquest activities with Fila mentality, less invasive process requiring less instruction. Through appropriate planning and development, teachers are learning how to effectively implement lessons that facilitate inquiry based learning (Tam 2000; Lim et al., 2003; Peterson, Caverly, & MacDonald, 2003; Starr, 2012). This structured format shifts the focus to student-centered learning through instructor-facilitated instruction and guidance.

Webquest continue to be a successful method of allowing the student to connect with material through online resources. The primary concern, as an instructor, regards setting up a problem or task for the student to accomplish. Setting up a task also requires adequate prompting to ensure that the student investigates the correct online references. Currently, much of the research published on webquest describes methods of implementing this tool into classroom instruction. Although instructors have developed most webquest, some research has revealed that student-developed webquests are also being implemented in classes (Peterson, Caverly &

MacDonald, 2003). This method of student-centered instruction relies on the technological ability of the students and the instructor in order to create an effective outcome and remains in the infancy of web-quest implementation.

Knowledge, in a broad sense, refers to the understanding, awareness and information acquired through experience, learning, or study. It is the foundation for decision-making, problem-solving, and overall cognitive process (Abubakar & Sam, 2015). The lack of technology-supported-pedagogical knowledge and skills have been identified as a major barrier to technology integration and common reasons given by teachers (Snoeyink & Ertmer, 2002; Williams et al., 2000). For example, in a study of Scottish schools, Williams et al. (2000), found that lack of skills in the use of databases and spreadsheets was seen as an inhibiting factor by more than 10% of elementary school teachers. Snoeyink and Ertmer (2002), in their study of one middle class school in the United States, also found that limited computer knowledge or skills contributed to the lack of technology integration by teachers. The teachers in their study did not attempt any technology-related activities with their students until they had developed basic skills such as logging onto the network, opening and closing files and applications, and basic word processing. In addition to the lack of technology knowledge and skills, some teachers are unfamiliar with the pedagogy of using technology. According to Hughes (2005), teachers need to have a technology-supported pedagogy knowledge and skills base, which they can draw upon when planning to integrate technology into their teaching.

Attitudes of students toward web-quest instruction have influence over the future use of web-launched instructional materials. They also determine the extent to which web-based resources are educationally beneficial for students in classroom learning environment (Sanders & Morrison-shetler, 2001). Some studies (Bichelmeyer, 2005; Fox & Henri, 2005; Hill & Hannafin, 2000) have concluded that positive attitudes enhance the learning process specifically the motivation to learn and the ability to retain information in a given situation (Jawahar & Elango, 2001). A negative attitude may lead to computer resistance a phenomenon that can be found among experienced as well as inexperienced users. A person's attitude towards computers and related technology could determine his/her performance with the technology and the satisfaction he/she draws from the

experience. The success of any initiatives to implement technology in an educational program depends strongly upon the support and attitudes of teachers involved. Among the factors that affect the successful use of computers in the classroom are teachers' attitudes towards computers (Huang & Liaw, 2005). Attitude, in turn, constitutes various dimensions. Some examples of these are perceived usefulness, computer confidence (Rovai & Childress, 2002), training (Tsitouridou & Vryzas, 2003), gender (Sadik, 2006), knowledge about computers (Yuen & Ma, 2001), anxiety, confidence, and liking (Yildirim, 2000).

Positive teacher attitudes towards computing are critical if computers are to be effectively integrated into the school curriculum. A major reason for studying teachers' attitude towards computer use is that it is a major predictor for future computer use in the classroom (Myers & Halpin, 2002). Khine (2001) studied 184 pre-service teachers and found a significant relationship between computer attitude and its use in the institution. This finding was corroborated by Yuen and Ma (2001) who, using the Chinese Computer Attitude Scale for Teachers (CAST), found that 216 secondary teachers in Hong Kong who were making the instructional use of computers, and their results revealed that their attitudes, general usefulness, behavioural control, and pedagogical use to be significant in determining the use of ICT. Kumar and Kumar (2003) reported that most teachers believed that the amount of computer experience has a positive effect on attitude towards computers. Jackson et al., (2001) indicated that female users, compared with males, are more inclined to hold negative reactions to computers and such differences may have resulted in the different ways of using computers.

The literature reviewed above showed that the use of technologies are very effective for teaching and learning and can increase students' learning achievement. Innovative technology integration efforts are especially critical if we expect enlightened practices to ultimately emerge in classrooms. Pre-service teacher education has been criticized for failing to transform traditional practices to changing innovative practices. In order to develop the skills needed to integrate technology into everyday pedagogy, pre-service teachers need exposure to curricular and classroom use of innovative technology. Pre-service teachers need to use technology in non-trivial ways, providing higher level learning opportunities that address authentic pedagogical problems so as to increase their knowledge

and build in them a positive attitude towards the effective integration of webquest instruction in the teaching and learning.

It is evident that many pre-service teachers in Nigeria still rely much on the traditional lecture method of teaching, neglecting the intrinsic value of the use of ICT (Adebowale, Adediwura & Bada, 2009). There is still low level of enlightenment among pre-service teachers on knowledge and utilization of the emerging trends of ICT for better Educational enterprise. A large number of pre-service teachers rarely utilize the tremendous value of ICT in discharging their responsibilities as teachers. The traditional lecture method persistently dominates most of their teaching and learning activities. This clearly shows that pre-service teachers needs more knowledge and skills on the emerging trends of ICT. Inadequate knowledge and attitude has been found to be a barrier toward webquest instruction among pre-service teachers in Kwara State because most of the pre-service teachers in the institutions may not be exposed to the use of the webquest application by their lecturers (Sadik, 2006). This study, therefore was carried out to assess the pre-service teachers' knowledge and attitude toward webquest instructions in tertiary institutions in Kwara State.

The general purpose of this study is to investigate the pre service teachers' knowledge and attitude towards web quest instruction. Specifically, the aim to:

- i. find out preservice teachers' knowledge level of webquest instructions in tertiary institutions in Kwara State.
- ii. examine the pre-service teachers' attitude towards using webquest as a means of instruction in tertiary institutions in Kwara State.
- iii. establish whether pre-service teachers' knowledge of webquest instructions depend on gender and level of education.
- iv. determine whether pre-service teachers' attitude towards webquest instructions depend on gender and level of education.

Research Questions

The following research questions were raised to guide the study:

- i. What is the pre-service teachers' knowledge level of webquest instructions in tertiary institutions in Kwara State?
- ii. What is the attitude of pre-service teachers towards using webquest as a means of instructions in tertiary institutions in Kwara State?

Research Hypotheses

The following null hypothesis were tested at 0.05 levels of significance:

Ho₁: There is no significant difference in the pre-service teachers' knowledge of webquest instructions on the basis of gender and level of education.

Ho₂: There is no significant difference in the pre-service teachers' attitude towards webquest instructions on the basis of gender and level of education.

Methodology

This study employs the descriptive survey research design. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and extent to which different conditions can be obtained among variables under study. The design is adopted to provide relevant and accurate information about the knowledge and attitude of pre-service teachers towards webquest instructions in tertiary institutions in Kwara State. The population of the study consists of all pre-service teachers (both male and female) in tertiary institutions in Kwara State. A sample of three hundred and twenty (320) pre-service teachers were selected across the students' level of education using simple random sampling technique from four tertiary institutions in Kwara State. Two researcher's design questionnaires were used as research instrument for data collection. The instruments were titled: "Pre-service Teachers Computer and Webquest Literacy Questionnaire" (PTCWLQ) and "Pre-service Teachers Attitude Towards Webquest Questionnaire" (PTATWQ). The first instrument had two sections section A and section B respectively. Section A deals with the demographic data of the respondents such as institution, gender and level of education while section B consist of fifteen items on four point Likert scale about computer and webquest literacy. Also, the second instrument had two sections section A and section B. Section A deals with the demographic data of the respondents while section B also consist of fifteen items on four point scale on attitude towards webquest. The respondents were asked to indicate the degree of truthfulness about their knowledge and attitude towards webquest instructions. Expert judgement was used to ensure the validity of the two instruments. Their opinions, amendments and suggestions were incorporated into the final draft of the instruments. The reliability of the instruments was established

using test-retest method of reliability and the value of 0.83 and 0.76 were established for the instruments respectively. The data collected were analysed using descriptive statistics to answer the two research questions while Analysis of Variance (ANOVA) was used to test the two research hypotheses at 0.05 alpha level.

Results

This study is concerned about assessing the knowledge and attitude of pre-service teachers towards webquest instructions in Kwara State tertiary institutions. Three hundred and twenty (320) questionnaires were administered, and all were successfully (100%) completed. The data collected for this study were analyzed and the result presented in tables below.

Research Question One: What is the pre-service teachers' knowledge level of webquest instructions in tertiary institutions in Kwara State?

In order to determine the level of pre-service teachers' knowledge of webquest instructions in tertiary institutions in Kwara State, the response of each of the respondent on each of the fifteen items four points Likert scale response format, which was in continuous data, were summed up to have a total minimum of 15 and a total maximum of 60 with the range of 45, was categorized into three categorical forms of Knowledge levels which are Low, Moderate, and High level. Based on the fifteen items that measure knowledge of webquest instructions, the respondents' total point between 15 – 30, 31 – 45, and 46 – 60 were categorized as Low, Moderate, and High knowledge level of web-quest instructions. Hence, the result is presented in the table 1.

Table 1: Summary of the Pre-service Teachers' Knowledge Level of Webquest instructions.

Level	Range	f	%	Remark
Low	15 – 30	171	53.4	*Low level
Moderate	31 – 45	85	26.6	
High	46 – 60	64	20	
Total		320	100	

It was revealed in Table 1 that 171 (53.4%) of the total responses showed low level of pre-service teachers' knowledge, 85 (26.6%) of the total responses showed moderate level of pre-service teachers' knowledge, while

64 (20%) of the total responses showed high level of pre-service teachers' knowledge of web-quest instructions. This revealed that above average (53.3%) of the total respondents showed low level of knowledge of webquest instructions.

Research Question Two: *What is the attitude of pre-service teachers towards using webquest as a means of instructions in tertiary institutions in Kwara State?*

In order to determine the attitude of pre-service teachers towards using webquest as a means of instructions in tertiary institutions in Kwara State, the response of each of the respondent on each of the fifteen items four points Likert scale response, which was in continuous data, were summed up and having a total minimum of 15, maximum of 60 with the range of 45, were categorized into two categorical form of attitude, which are Negative and Positive attitudes. The points between 15 – 37, and 38 – 60 were categorized as Negative and Positive attitude respectively. The result is presented in the table 2.

Table 2: Summary of the Pre-service teachers' Attitude towards using Webquest as a Means of Instruction.

Attitude	Range	F	%	Remark
Negative	15 – 37	97	30.3	
Positive	38 – 60	223	69.7	*Positive
	Total	320	100	

It was revealed in Table 2 that 97 (30.3%) of the total responses showed negative attitude towards using web-quest as a means of instructions, while 223 (69.7%) of the total responses showed positive attitudes towards using web-quest as a means of instructions. This revealed that majority (69.7%) of the responses from the respondents showed positive attitudes towards using web-quest as a means of instructions in tertiary institutions in Kwara State.

H₀₁: *There is no significant difference in pre-service teachers' knowledge of web-quest instructions based on gender and level of education.*

Table 3: Summary of Analysis of Variance on the pre-service teachers' knowledge of web-quest instructions based on gender and level of education.

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	130.49	11	7.68	0.97	0.50
Intercept	33310.91	1	33310.91	4.23	0.00
Gender	11.80	1	11.80	1.50	0.23
Level	3.01	2	1.50	0.19	0.12
Gender*Level	10.96	2	5.48	0.70	0.50
Error	646.51	303	7.84		
Total	39586.00	320			
Corrected Total	777.00	319			

From the table 3 above, it was revealed that the F-value of 1.50 for gender is not significant at 0.05 alpha level (p value of $0.23 > 0.05$). Also, the F-value of 0.19 for level of education is not significant at 0.05 level of significant (p value of $0.12 > 0.05$). This implies that there is no significant difference in the pre-service teachers' knowledge of web-quest instructions based on gender and their level of education. Hence, the stated null hypothesis that there is no significant difference in pre-service teachers' knowledge of web-quest instructions based on gender and level of education is hereby accepted.

HO₂: *There is no significant difference on the attitude of pre-service teachers towards using web-quest as a means of instructions based on gender and level of education.*

Table 4: Summary of Analysis of Variance on Attitude of Pre-service Teachers towards using Webquest as a Means of Instructions based on gender and level of education.

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	97.33	11	5.73	1.13	0.35
Intercept	36150.52	1	37150.52	7.10	0.00
Gender	6.32	1	6.32	1.24	0.27
Level	1.83	2	0.92	0.18	0.84
Gender*Level	47.89	2	23.97	4.71	0.21
Error	417.31	303	5.09		
Total	42294.00	320			
Corrected Total	514.64	319			

The above table showed that the F-value of 1.24 for gender of the pre-service teachers is not significant at 0.05 alpha level in relation to their attitude towards using web-quest as a means of instructions (p value of 0.27 > 0.05). Also, the F-value of 0.18 on the respondents' level of education is not significant at 0.05 significant level (p value of 0.84 > 0.05). This shows that the attitude of pre-service teachers towards using web-quest as a means of instructions does not depend on gender and level of education. Therefore, the above stated null hypothesis is not rejected.

Discussion of findings

The result of the data analysis revealed that majority (53.4%) of the pre-service teachers in tertiary institutions in Kwara State have low knowledge level on webquest instructions. This can be explained that pre-service teachers in tertiary institutions in Kwara State lack specific technology-supported-pedagogical knowledge and skills that are related to classroom instructions and management. Lack of skills is one of the common reasons why the teachers are not using webquest to enhance effective teaching. This finding corroborate the findings of Williams et al. (2000), Kumar and Kumar (2003), and Adebowale, Adediwura and Bada (2009) who reported that lack of skills in the use of databases and spreadsheets, limited computer knowledge and skills contributed to the lack of technology integration by teachers in classroom instructions. In addition to the lack of technology knowledge and skills, some teachers are unfamiliar with the pedagogy of using technology. According to Hughes (2005), teachers need to have a technology-supported pedagogy knowledge and skills base which they can draw upon when planning to integrate technology into their teaching.

Moreover, this study found out that pre-service teachers in Kwara State showed positive attitudes towards using web-quest as a means of instructions. This implies that the teachers recognized the importance of webquest instruction as a means of acquiring and transforming knowledge using constructivist learning and high-level critical thinking in the classroom. Webquests is used to facilitate learning in a manner that allow learners to take an active role in their learning. Positive attitudes enhance the learning process specifically the motivation to learn and the ability to retain information in a given situation (Jawahar & Elango, 2001). A negative attitude may lead to computer resistance a phenomenon that can

be found among experienced as well as inexperienced users. Since the study found out that pre-service teachers exhibit positive attitude towards using webquest as means of instruction, this can permit development of technology-supported pedagogy knowledge and skills by the teachers. A person's attitude towards computers and related technology could determine his/her performance with the technology and the satisfaction he/she draws from the experience. Hence, the success of any initiatives to implement technology in an educational program depends strongly upon the support and attitudes of teachers involved. It has been found out that among the factors that affect the successful use of computer technology in the classroom for instruction are teachers' attitudes towards computers (Huang & Liaw, 2005). This assertion was corroborated by Yuen and Ma (2001) who stated that the instructional use of computers and their results revealed that affective attitudes, general usefulness, behavioural control, and pedagogical use to be significant in determining the use of ICT.

Also, the study revealed that there is no significant difference in pre-service teachers' knowledge of webquest instructions based on gender and level of education. This implies that the knowledge of webquest instructions does not depend on gender and level of education. This finding was supported by Perkin and McKnight (2005) who reported that the knowledge of webquest allow both male and female to learn by a method that is more effective, engaging, and meaningful. They commented that both gender create the webquest to support learning with technology in higher education.

In addition, the study found out that there is no significant difference in the attitude of pre-service teachers towards using web-quest as a means of instructions based on gender and level of education. This means that attitude of pre-service teachers towards using webquest does not based on gender and level of education. This finding was supported by Bain and Rice (2006) when they found out that there is no gender differences in technology. The results of their study indicate that gender does affect students' attitudes toward technology for the participants of the study. The majority of females do not perceive computers as being difficult for themselves, other females, or males.

Conclusion

The low knowledge level of pre-service teachers towards webquest instruction has a significant influence on integrating internet use into classroom activities. However, positive attitude of pre-service teachers towards the use of webquest as means of classroom instruction can enhance improvement in the knowledge level of pre-service teachers towards webquest instructions if adequate training can be provided for all the pre-service teachers on the use of webquest, since the knowledge and attitude towards webquest does not depend on gender and level of education.

Recommendations

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

- 1) Pre-service teachers should be trained on how to make use of webquest in their classroom instructions.
- 2) Computer education should be incorporated into all levels of pre-service teachers' education, so as to get them acquainted to the use of the internet to facilitate more learning.
- 3) Seminars/workshops on the diverse use of webquest in the classroom should be organized periodically for all categories of teachers.
- 4) Pre-service teachers should be encouraged to research into ways and manners to improve the knowledge of students towards computer learning and technology.

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EFFECT OF FORMATIVE TEST ON ACHIEVEMENT OF STUDENTS IN AGRICULTURAL SCIENCE IN GOVERNMENT SECONDARY SCHOOL, SHIYA, KWARA STATE.

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Abstract

This research investigated the effect of formative test on the achievement of students in Agricultural Science in Government Secondary School Shiya, Kwara State, Nigeria. Three hypothesis were formulated and addressed one after the other. Non-equivalent pre-test post-test control group quasi-experimental design was adopted for the study. Intact classes purposively selected from the UBE section of the school. (UBE 2A, and UBE 2B), control and experimental groups respectively was involved as the population. The instruments used for this research were pre-test, diagnostic formative tests, parallel formative tests. Agricultural Science Achievement Test. (ASAT) was used as post-test. Findings showed that formative Test significantly improved students' achievement in Agricultural Science. Analysis of Covariance was used to test the hypotheses, at 0.05 level of significance. The result obtained showed that the group exposed to treatment (Formative Test) performed significantly better than the control

group. The second finding shows that the use of practical work in formative test contributed immensely to the achievement rate of the experimental group. So also, gender was found not to be a threat to learning, as there was no significant difference in the performance of male and female students in Agricultural Science. Based on the findings of this study, it was concluded and recommended that formative test should be adopted so as to attain better academic achievements among secondary school students.

Keywords: Types of tests, Formative processes, correctional feedback mechanism, and academic achievement

Introduction

Test is one of the tools of continuous assessment or School Based assessment (SBA). Test is a means of assessing the educational achievement for the purpose of providing guidance and determining special teaching needs. Test brings out for observation and assessment such specific attributes or characteristics as abilities, knowledge, skills or feeling of person or individual, improving study habit, diagnosing talents and learning difficulties of learners to make decision for their selection or placement. (Abiri, 2007).

Owolabi, (2004) opined that a test is a sample of behaviors drawn to ascertain traits, character or skills and the extent to which these are present or absent in a given individual or group. There are different types of test used in education. The variant commonly used in teaching and learning which is often prepared and used by teachers is achievement test (Formative and Summative Tests). Other forms, includes intelligence, aptitude and personality tests. Formative test which is the ‘heart’ of this research was described by Paule, Graham, Joan & Shewbridge (2011), as an integral part of student learning, which if administered correctly throughout the school year provide an effective way to discover and correct problems in teaching and learning. It is a simple highly effective tool that can profoundly affect both learning and the climate in which learning takes place. It also measure progress of learning during instruction or teaching rather than after instruction to grade and rank. Sharma (2023) enlisted the types of formative testing as, short quizzes, pre-class open-ended questions, end of class poll, word cloud, concept mapping, peer assessment and class discussions.

Ayodele (2015), noted that formative test can also be enhance by listening carefully what the learners are saying, as well as look at the way learners carry out their work. Not just finished product or written account or answers. For effective formative test, it requires the interaction of general principles, strategies and techniques with reasonably deep cognitive domain understanding. That deep cognitive domain understanding includes to the processes strategies and knowledge that is important for proficiency in a domain. The habit of mind that characterized the kind of elements of formative test The key elements are:

Establishment of classroom culture that encourages Interaction and the use of assessment tools.

Establishment of learning goals and tracking of individual student's progress toward those goals

Use of varied instructional method to meet diverse needs

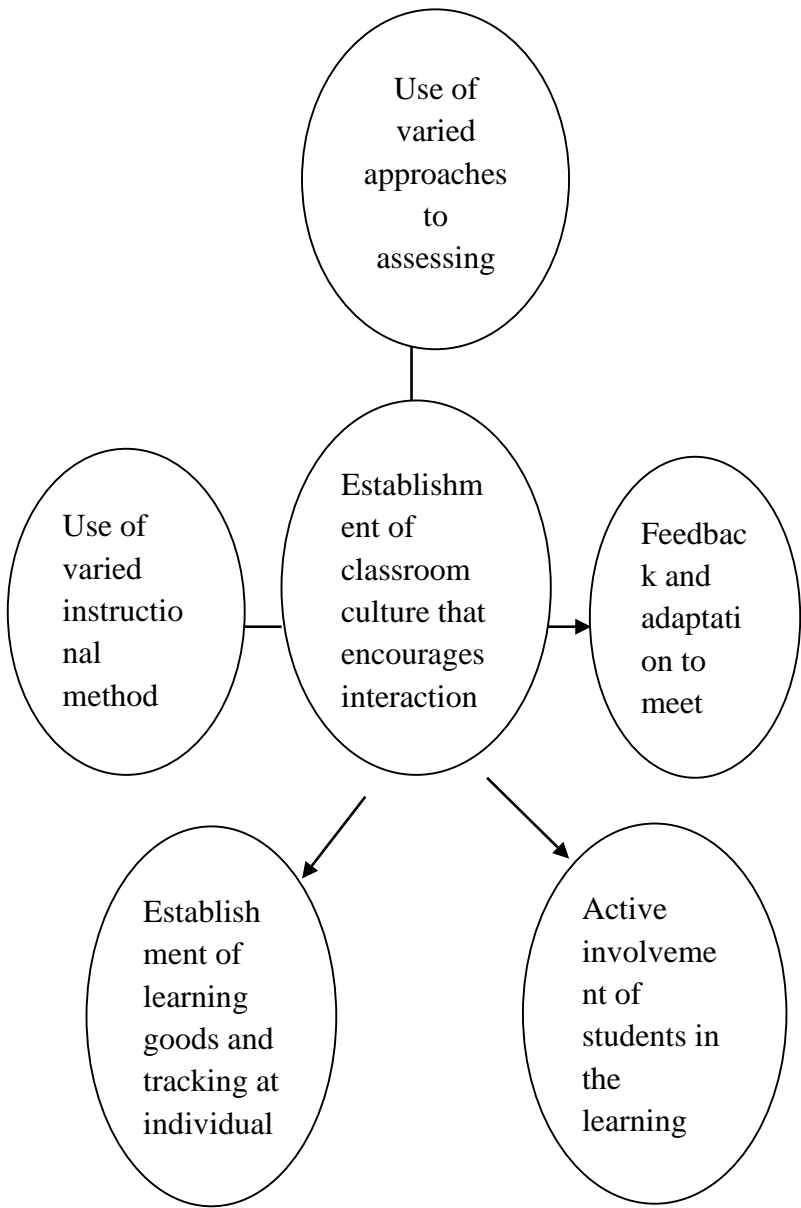
Use of varied approaches to assessing student understanding

Feedback on student performance and adaptation to meet identified needs

Active involvement of students in the learning process.

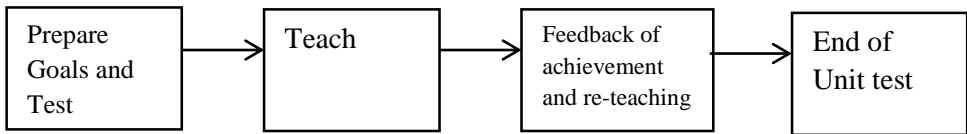
The keys can also be explained diagrammatically as shown in figure one below.

Figure 1.



Source:- Centre for Education Research and Innovation (2013)

Figure 2. Classroom Sequence of Formative Process



Source:- Garison & Michael (2010). Formative and summative assessments in classrooms.

Formative process like the above diagram is expected to be use in Government Secondary school Shiya, in order to enhance qualitative educational achievement, which the researcher wants to find out. The essential Features of the Formative Testing are: Stating the belief system, setting goals and measuring and acting on test information.

The significance of formative testing as argued by Irina, Miguel, Myrian & Gema (2019), shows that teachers who apply formative testing frequently in their classes will demonstrate strength, talents, weakness, and qualities that the students have, promote values such as, solidarity, mutual agreement and respect. This will also enables the teacher to modify the teaching and assessment practices, thereby turning the classroom into a place for collaborative learning that will generate in them feelings of pride, satisfaction and the scope of objectivity, goal and desired projection.

The rate of decline in academic achievement in secondary schools is alarming, and the phenomenon is attributed to a number of factors including poor assessment during lessons. This research is aim at assessing the effectiveness of formative test as against lecture method that is common in secondary schools. The frequency in assessment coupled with corrective feedbacks may be the solution to these decline in students' educational achievement because assessments generally motivate and encourage teaching learning. Many researchers have written a lot about formative test in different subjects and locations. For example, researchers like Akanbi (2014) wrote on construction and validation of formative test in financial accounting, but did not find out the effect of this teaching strategy on Agricultural Science. Adewoye (2014), also researched on the effect of formative test on Junior Secondary School Students' Achievement in Mathematics, but not in Agricultural Science. In addition, Akpokiere

(2004), researched on comparison of academic achievement of students who had adequate practical guidance and those who did not but did not find out whether or not gender has any impact in the learning process if formative testing is used by the teacher.

In addition, Popham, (2006), and Looney (2011), researched on defining and enhancing formative assessment in the classroom, and integrating formative and summative assessment in the classroom, respectively. They carried out their research outside of Nigeria. Their research findings shows that formative testing promote academic achievement. These researchers did their findings in formative testing in other subjects and in different locations either within the country or outside of the country. But none had studied the effect of formative testing in Agricultural Science in the specified location of this research, hence, this research wants to bridge the gap on this phenomenon that may arise as a result of poor testing method in the location of this research, in Agricultural Science in Government Secondary School Shiya.

The main purpose of this research is to find out the effect of formative test on achievement of students in agricultural science in Government Secondary School Shiya, Baruten Local Government Area of Kwara State Nigeria. Specifically this study found out:

1. The teaching learning strategies in Government Secondary School Shiya.
2. Effects of effective use of formative test in practical Agricultural Science lesson.
3. The difference in achievement between male and female students in the use of formative test during agricultural science lesson.
4. Learning problems, and recommend better solutions

The following research questions guided the study

1. What is the effect of Formative testing on UBE students' achievement in Agricultural Science?
2. What are the diagnosed learning problems of the UBE students?
3. What remediation procedures were most helpful for addressing identified learning problems?
4. What is the effect of formative test in the achievement of male and female students in Agricultural Science?

Research Hypotheses

The following research hypotheses were tested using an appropriate instrument at 0.05 level of significance.

H₀₁ There is no significant effect of formative test on the achievement of students in Agricultural Science.

H₀₂ There is no significant effect on the use of formative test in students' performance in practical Agricultural Science.

H₀₃ There is no significant difference between male and female students' achievement if formative test is used in teaching Agricultural Science.

Methodology

The design of this study is quasi-experimental design. Quasi experimental design is utilized where it is not possible to randomly select samples from the population. The population for this study was made up of all upper basic school students in Government Secondary school Shiya. Specifically upper basic two offering agricultural science was used for this research. Two intact classes of UB II (A&B) was selected purposively for the treatment group and for control group respectively. The instrument used for obtaining information in this study was Agricultural Science Achievement Test (ASAT) A forty (40) item multiple choice questions of 4-options adopted from the past standardized Basic Education Certificate Examination (BECE 2014) organized by the Kwara State Ministry of Education and Human Capital Development, and ten (10) theory practical question. Even though the instrument was assumed accurate and reliable as it was adopted from a standardized test, yet the researcher subjected the instrument to validity test, using Crombach Alpha. And 0.81 coefficient was obtained.

The ASAT has both construct and criterion related validity as assessed by the experts in the social sciences Education Department, Faculty of Education University of Ilorin. Its Empirical validity was ensured through trial testing in neutral school using test-retest method and the reliability co-efficient calculated using Pearson product moment correlation co-efficient. A reliability index of 0.807 that is significant at the 0.01 level was obtained. . The scores of the two groups obtained through the tests were analyzed using Analysis of Co-variances (ANCOVA) and the interpretation was compared with the hypotheses generated earlier in this research.

H₀₁: There is no significant effect of formative test on student's achievement in theory aspect of Agricultural Science. In order to answer this hypothesis, Analysis of Covariance (ANCOVA) was employed and the results were presented in Table 3

Table 1: ANCOVA Summary effect of formative test on students' achievement in theory aspect of Agricultural Science

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16616.434 ^a	2	8308.217	456.760	.000
Intercept	15005.246	1	15005.246	824.942	.000
PRETEST	53.330	1	53.330	2.932	.090
GROUP	16613.684	1	16613.684	913.369	.000
Error	1818.945	100	18.189		
Total	68640.000	103			
Corrected Total	18435.379	102			

a. R Squared = .901 (Adjusted R Squared = .899)

Result in Table one shows that the calculated $F(1, 100) = 913.369$, $P=0.000$ since the significant level of 0.000 is less than 0.05 alpha level (i.e. $p<0.05$), therefore the null hypothesis stated above is hereby rejected. Therefore, the finding shows that, there is a significant effect, of formative test on achievement of students in Agricultural Science. .

H₀₂: There is no significant effect of formative test on the achievement of students in practical Agricultural Science.

Table 2: ANCOVA Summary of effect of Formative Test on Students' Achievement in Practical Agricultural Science

Tests of Between-Subjects Effects

Table 4:

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3976.873 ^a	2	1988.437	335.334	.000
Intercept	3404.563	1	3404.563	574.153	.000
PRETEST	.282	1	.282	.048	.828
GROUP	3975.597	1	3975.597	670.453	.000
Error	592.971	100	5.930		
Total	19306.000	103			
Corrected Total	4569.845	102			

The result in Table four shows that the calculated F (1, 100) is 670.453, P = 0.000 since the significant level of 0.000, is less than 0.05 alpha level (i.e. $p < 0.05$). Therefore, the null hypothesis is rejected. This is because the results of the findings depict a significant effect of formative test on the achievement of students in practical Agricultural science.

H₀₃: There is no significant effect of gender on students' achievement when formative test is used to teach in Agricultural Science.

Table 3: ANCOVA Summary of gender difference on students' Achievement in Agric. Science

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	211.976	2	105.988	8.582	.561
Intercept	12681.750	1	12681.758	69.590	.000
Pre-test	3.030	1	3.060	0.17	0.897
Gender	209.227	1	209.667	1.418	.287
Error	18223.402	100	182.234		
Total	68640.00	103			
Corrected Total	18435.379	102			

The result in Table three reveals that, the calculated $F(1, 100) = 1.148$, $P = 0.287$ since the significant level of 0.287 is more than 0.05 alpha level (i.e. $p > 0.05$). Therefore the null hypothesis stated above is hereby accepted. This implies that students' gender has no effect on their academic achievement even when formative test was used in Agricultural science.

Discussion of Findings

The discussion of the findings of this research is strictly guided by the results of the formulated hypothesis. From the statement of the problem the researcher aimed at finding out the effect of Formative test in the achievement of students in Agricultural Science in UBE 2, curriculum. The effect of formative tests was realized in this research because the achievement level of students has improve significantly after using formative process to teach different topics during the experiment. There was no doubt that students in the experimental group achieve by far better than their counterparts in control group. The result of these research agreed with that of Melmer & James (2008); Popham (2006) in their findings, they argued that assessment test is formative to the degree that the information collected from the test is used during the assessed instruction period to improve students achievement.

However, the result of this research did not agree with the findings of Mueller (2014) whose finding showed that traditional assessment like formative test do not give maximum impact on students' learning, rather, authentic assessment was the preferred process for effective learning because it emphasis higher order thinking strategies for learners. Secondly, the findings of this research showed that, there is a significant effect in the use of practical work in teaching formative test in agricultural Science. The findings agreed with that of Owolabi (2011) whose findings was based on the school base assessment and its importance in the school system, likewise the findings of Tony (2004), whose findings are based on students personal or practical work which enhances academic achievement. This shows that practical work promotes students' achievement.

The Findings also shows that there is no significant effect in the performance of male and female students in Agricultural Science. Of similar findings are Bulmaster, James & Melmer, (2008) whose work centered on attributes of effective formative assessment, their findings

showed that effective use of formative test give higher achievements rate in academics. Fives & Didonato (2013) also agreed with the findings, because their result showed that formative test enhances academic achievement. Their research on practical assessment and evaluation depict that gender is not a factor to learning if effective formative teaching strategy is adopted. This result is also similar to the findings of Alausa (2015) which showed that gender has no significant effect on the achievement of students in Agricultural Science.

Conclusion

Construction and validation of formative test comprises of diagnostic tests and parallel formative tests was made and used. It was evident that formative test help students to understand some basic concepts in Agricultural Science. The constant feed backs and corrective measures adopted in formative test provided a good medium for better comprehension in both the theory and practical.

Recommendations

Based on the findings of this study and conclusion reached, the following recommendations were made.

Agricultural Science Teacher especially those in the UBE section should adopt the use of formative test by preparing table of specification for every lesson unit to be taught, because this will guide and encourage teaching learning environment. Teachers should use varied method of teaching, including practical work, within and outside the class and corrective feedback should be given immediately before the end of each lesson, so that necessary adjustment could be made. The time allocated for Agricultural Science in Secondary Schools should be increased, because of the involvement of practical work, which is time consuming, if effective teaching of the subject is our goal. Workshops and seminars should be organized frequently to sharpen the knowledge of both teachers and students.

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EFFECT OF INDIVIDUALIZED COMPUTER ASSISTED INSTRUCTION ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE AND RETENTION IN CIVIC EDUCATION IN NIGER STATE

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Abstract

The paradigm shift in teaching Civic Education de-emphasized the chalk and talk conventional teaching method that is teacher centred because it relegate learners at passive state in the learning process. Hence, this paper investigated the effect of CAIP supported individualizes learning strategy on the academic performance and retention of senior secondary school student in Civic Education in Niger State. Senior secondary school students were the target population for the study. Two public senior secondary schools were involved in the study. The sample size was one hundred (100) students drawn from multi-stage sampling procedures. The researcher designed Computer Assisted Instruction Package (CAIP) and Civic Education Academic Performance Test (CEAPT) were the instruments used for data collection. The instrument undergoes content validity which was followed by pilot test that gave reliability index of 0.83. Descriptive statistics mean was used to answer research questions while inferential statistics independent t-test was used to test the two hypotheses at 0.05 level

of significance. The findings revealed that, senior secondary school students in Civic Education taught using CAIP supported individualizes learning strategy performed better academically than those taught with lecture method. The study further confirmed that, senior secondary school students in Civic Education taught using CAIP supported individualizes learning strategy retain better than those taught with lecture method. Thus, the study recommended that CAIP supported individualizes learning strategy should be employed and used by the civic education teachers to enhance better academic performance and retention of the Civic Education students. The need to minimize the use of lecture method is also recommended by the study to promote students' academic performance and retention level.

Keywords: CAIP, Individualized learning strategy, academic performance, retention.

Introduction

Civic education can be defined as the teaching and learning of the rights and responsibilities of citizens in a democratic society to enable them to actively participate on decisions that affect them and their country (Manuwa, 2023). Civic Education was introduced with the aims of revamping the students and citizens from the scourge of low political awareness and social evils through the development of civil qualities of knowledge, skills and values acquired. Hence effective teaching cannot be over emphasized.

Saadu (2020) and King (2016) viewed individualized instruction as the learning strategy where instructional resources, and assessments are designed to meet the instructional needs of one particular student. Individualized instruction is a teaching strategy in which students get primary control over what they studies based on the choose duration, location, time and who they wishes to learn with (Dawal, 2021). Nnamani and Oyibe (2016) stated that, individualized learning strategy pave ways for students to learn and progress at their own pace; reduce the rate of failures and dropouts in the school system; provide an opportunity for every students/learners to develop good study habits; be creative and enjoy learning activities; be independent and more actively involved in their own learning and take more responsibility for themselves. Individualized

learning allows learner to pursue his own learning in his way and at his own speed in line with psychological knowledge of individual differences (Iluobe, & Garba, 2022). This strategy personalizes instruction to the needs and learning style of the learner by varying the pace of instruction and allowing learners to progress through content at their own pace, more knowledge is retained and less time is wasted. Here, fast and slow learners progresses at their pace because they learn at different levels through different instructional media and meet their instructional needs (Ali, Adamu & Onyemaechi, 2022). Individualized learning strategy gives students the opportunity to engage actively in the teaching and learning process; helps students in meeting the differences in individual learning styles and rates; provides the students the opportunity to grow in self-discipline, self-motivation and also presents occasions for genuine interaction between the teacher and students, which is lacking in the traditional method of teaching (David, 2019).

Empirical research studies revealed that, there was a significant difference between the achievements of students taught using individualized instruction than those taught with conventional method. Also, the study of Saadu (2020) and Gabriel, Osuafor, Cornelius, Obinna, and Francis (2018). The study of Sedega *et al.* (2017 and Onasanya and Eze (2016) shown that, no significant difference in the performance of students who are exposed to individualized CAI packages and those taught by the conventional method of instruction.

There are many factors that can affect students' academic performance either positively or otherwise and unless those factors are adequately addressed, improved in students' academic performance will remain a mirage. Asoka, Ali, and Ferdous (2018) defined academic performance to be students' success in achieving educational goals and reflects how well students achieve the standards set by an academic institution or by the local educational authorities. Factors such as location of the school, government instability, closure of schools, high student teacher ratio, lack of supportive supervision, poor content and context of instruction, poor and non-conducive environment among others as the causes of poor students' academic performance. Akpan (2020) identified instructional materials, quality assurance control, staff and students' welfare and good public communication as factors that improve students' academic performance.

Also, several studies have revealed low students' retention rate at the senior secondary school level in Nigeria. Those studies attributed the causes of students' poor retention capacity to the use of inappropriate and ineffective teaching methods such as lecture method (Ajayi & Angura, 2017). Saidu, Abdulmalik, and Judith (2020) stated that, the ability to store and remember ideas and facts is termed as retention. It can be measured through verbal recall of learnt materials, and explained that concepts learnt assist in reflective thinking and that retained concepts can be used in creative ways to solve new problems (Saidu *et al.*, 2020). Egbunu, Agbo-Egwu, and Anyagh (2017) identified students' interest, self-esteem, curricular materials, students' attitude etc. that determined retention. Chinwendu and Nnoduka (2020) in their study found that blended learning increased the retention of knowledge by students. Egbunu *et al* (2017) and Adedoja & Fakokunde (2015) reported that, the students exposed to computer-based self-learning instructional strategy has higher retention mean score than their counter part in conventional method.

On the contrary, lecture method sees teacher as authority of knowledge leaving student at passive mode in the teaching process. The method does not permit student to student interaction. This can lead to poor academic performance and retention of the content taught to be learnt by the students. Because this approach allow the teachers to talk at the students instead of encouraging them to interact and ask questions, the result from this method keep students passive in the learning process. Hence academic performance and retention will be retarded. Lecture method allows the teacher does all the talking, and the learners do all the listening (Adeyemi, 2012). Meanwhile, the integration of computer into teaching process permit multi-sensory activeness in the learning process. In this way, computer has been used by individual student or group depends on the nature of content to learn and teacher instructional design. This is to overcome the chalk and talk approach that has been found inimical to effective teaching and learning process. Hence, the study examined the effect of computer assisted instruction package supported individualizes learning strategy on the academic performance and retention of senior secondary students in civic education in Niger state.

The study aim to investigate:

- i. Effect of CAIP supported individualizes learning strategy on academic performance of senior secondary schools in civic education in Niger state.
- ii. Effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in civic education in Niger state.

Research Questions

- i. Is there effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger state?
- ii. What is the effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger state?

Research Hypotheses

The researcher formulated the following null hypotheses for testing at 0.05 level of significance.

- 1. There is no significance effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger state.
- 2. There is no significant effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger state.

Methodology

The researcher used quasi-experimental design as shown in table 1 layout below.

Table 1: Quasi-Experimental Design Layout

Group	Pre Test	Treatment	Post Test	Post Post-Test
G ₁	O ₁	X ₁	O ₃	O ₅
G ₂	O ₂	-	O ₄	O ₆

Source: Researcher Field Work, 2023

- G₁ An experimental Group that will receive the treatment from the CAIP supported by individualized learning strategy.
- G₂ A control Group that will not receive the treatment from the CAIP.
- O₁ Pre-test administered to experimental group to be taught using CAIP supported collaborative learning strategy.
- O₂ Pre-test administered to control group to be taught using lecture method.
- X₁ CAIP exposed to the experimental group as the treatment using individualized learning strategy group.
 - Lesson deliveries using lecture method group.
- O₃ Post-test administered to experimental group taught using individualized learning strategy.
- O₄ Post-test administered to control group
- O₅ Post post-test administered to experimental group of individualized learning strategy group to measure retention.
- O₆ Post Post-test administered to control group to measure retention.

The target population was senior secondary school civic education students in Niger state. Multi stage sampling techniques was used to select two (2) senior secondary to drawn a sample size of one hundred (100) students based on central limit theory. The one hundred sample size was at fifty (50) per school with purposive selection of one of the schools based on the availability of functional ICT facilities for experimental group. The researcher designed Computer Assisted Instruction Package (CAIP) and Civic Education Academic Performance Test (CEAPT) as the instrument used for data collection. Both the instruments were validated after developed. A pilot study was conducted and final copy drafted. A pre-test was conducted before instructional delivery to run extraneous variable. Post test was conducted to measure academic performance while post post-test was conducted to measure academic retention. The scoring was 2 marks for each correct answer to give 100 marks for 50 test items. Mean was used to answer research questions while independent t-test was used to test the hypotheses.

Results

Research Question One: Is there effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger state?

To answer this research question, the data collected was subjected to descriptive statistics of mean and standard deviation. Table 2 presents summary of the result.

Table 2: Summary of Means and Standard deviations on effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger State.

GROUP		N	Pre-Test		Post-Test		Post-Test
			Mean	SD	Mean	SD	Mean Diff
CAIP supported Individualizes Learning Strategy		50	34.70	10.555	57.36	7.564	4.16
Lecture Method		50	33.40	11.203	53.20	10.887	

Source: Researcher Field Work, 2023

Table 2 shows the students’ performance score before and after their engagement with the treatment. In the pre-test, CAIP supported individualizes learning strategy group had a mean score of 34.70 while their counterpart in lecture method group had a mean score of 33.40 which demonstrates homogeneous academic performance. In the post-test, the students taught using CAIP supported individualizes learning strategy had a mean score of 57.36 while their counterpart taught using lecture method had a mean score of 53.20. There was a mean score difference of 4.16 in favour of the CAIP individualized learning strategy group. Thus, students’ academic performance after the treatment intervention had positive significant effect. This indicates that students taught Civic Education using CAIP supported individualized learning strategy outperformed those taught using lecture method. This implies that, there is effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger state. The use of CAIP supported individualizes learning strategy in teaching Civic Education influence better academic performance among students than using lecture method.

Research Question Two: What is the effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger State?

To answer this research question, the data collected was subjected to descriptive statistics of mean and standard deviation. Table 8 presents summary of the result.

Table 3: Summary of Means and Standard deviations on effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic education in Niger State.

GROUPS	N	Mean	SD
Lecture Method	50	53.20	10.887
CAIP supported individualized learning strategy	50	59.48	11.283

Source: Researcher Field Work, 2023

Table 3 shows that students taught using CAIP supported individualized learning strategy had a mean score of 59.48 while their counterpart taught using lecture method had a mean score of 53.20. This indicates that, there was a difference in the retention level between senior secondary school Civic Education students taught using CAIP supported individualized learning strategy and those taught with lecture method in Niger state. This implies that, there is effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger state. The use of CAIP individualizes learning strategy in teaching Civic Education promote better retention ability among Civic Education students than individualized learning strategy.

Hypothesis One: There is no significance effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger state.

To test this hypothesis, the data collected was subjected to inferential statistics of independent sample t-test. Table 4 presents summary of the result.

Table 4: Summary of Independent Samples t-test on effects of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger State.

GROUP		N	Mean	SD	T	df	P
CAIP individualized Learning Strategy	supported	50	57.36	7.564	2.219	98	.029
Lecture Method		50	53.20	10.887			

Source: Researcher Field Work, 2023

Table 4 shows that $t = 2.219$, $df = 98$, $p = .029 < \alpha = 0.05$. This indicates that the probability value (p) is lesser than the alpha level of significance ($p < 0.05$). Therefore, since the p value is less than the alpha level, the null hypothesis is rejected. This indicates that, there was a significant effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger State.

Hypothesis Two: There is no significant effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger State.

To test this hypothesis, the data collected was subjected to inferential statistics of independent sample t-test. Table 5 presents summary of the result.

Table 5: Summary of Independent Samples t-test on effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger state

GROUP		N	Mean	SD	T	df	P
CAIP individualized Learning Strategy	individualized	50	53.20	10.887	-2.832	98	.006
CAIP lecture method		50	59.48	11.283			

Source: Researcher Field Work, 2023

Table 5 shows that $t = -2.832$, $df = 98$, $p = .00 < \alpha = 0.05$. This indicates that the probability value (p) is lesser than the alpha level of significance ($p < 0.05$). Therefore, since the p value is lesser than the alpha

level, the null hypothesis is rejected. This indicate that, there was a significant effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic Education in Niger state.

Discussion of Findings

This study investigated the effects of computer instruction package on students' academic performance and retention ability. In this study, variables such as individual learning strategy and lecture method were examine to ascertain their individual effect on academic performance and retention of students. The findings that emanate from this study are astonishing. These finding are discussed below:

On research question two, this study found that use of CAIP supported individualized learning strategy in teaching Civic Education promote better academic performance among secondary school students than those taught with lecture method in Niger State. Evidently, the descriptive statistics indicates that the mean score of students taught Civic Education using CAIP supported individualized learning strategy is 57.36 higher than their counterpart taught using lecture method that had a mean score of 53.20. Authenticating this finding, the corresponding hypothesis found that there was significant effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic Education in Niger State. This means that students taught Civic Education using CAIP supported individualized learning strategy performed better than those taught with lecture method. The implication of this finding is to theory and practice in education is that CAIP supported individualized learning strategy is a method of teaching through which students' academic performance can be enhanced therefore; teachers should embrace and use it for better students' performance. This finding collaborates with of Gabreil et al (2018), and Onasanya and Eze (2016) who found that individualized instructional strategy is better than conventional lecture method.

On research question Two, this study found that, CAIP supported individualized learning strategy in teaching Civic Education promote better retention ability in Civic Education students than lecture method among secondary school students in Niger state. Noticeably, the descriptive statistics indicates that the mean score of students taught Civic Education

using CAIP supported individualized learning strategy is higher than their counterpart taught using lecture method. The corresponding hypothesis verifies that there was a significant effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in civic Education in Niger State. This means that students taught Civic Education using CAIP supported individualized learning strategy is superior to those taught with lecture method in regards to retention ability of students. The implication of this finding to theory and practice in education is that CAIP supported individualized learning strategy promote retention ability of students than those taught with lecture method. Therefore; teachers should embrace and use it for better students' academic retention. The finding of Gabriel *eta l.* (2018), and Onasanya and Eze (2016) attested to this finding because they found individualized learning strategy is superior to lecture method. In contrary, the study of Sedega et al. (2017) revealed that the traditional lecture method of teaching seemed superior to the CAI method in teaching.

Conclusion

Based on the analysis, the following conclusion were drawn from the study:

- 1) There was a significant effect of CAIP supported individualizes learning strategy on academic performance of senior secondary school students in Civic education in Niger state.
- 2) There was a significant effect of CAIP supported individualizes learning strategy on retention level of senior secondary school students in Civic education in Niger State.

Recommendations

Based on the findings of this study, it is recommended that that Civic education teachers should endeavour to employ and use CAIP supported individualized learning strategy in teaching civic education to enhance better academic performance and retention of the civic education students. The study also established the need to minimize the use of lecture method to promote students' academic performance and retention.

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