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TABLE OF CONTENTS

Impact of Community Education on Drug Abuse for Sustainable Community Development in Ilorin South Local Government Area <i>OLAWUNI, Abiodun Olufemi, Ph.D & OLAWUYI, Olayinka Praise</i>	1
Influence of Peer Pressure on Adolescents’ Sexual Adventurism in Ghana <i>Sylvia Eyiah-Bediako, Joshua Adebisi Omotosho, Stephen Doh Fia, Josephine Anterkyi Bentil, Joy Olive Boye, Kyeremeh Tawiah Dabone,</i>	16
Evaluation of the Implementation of Basic Technology Curriculum in Public Junior Secondary Schools in Ibadan Metropolis <i>Adetayo Janet Oyebola & Popoola D. Abeni</i>	30
Effects of Instruction in Mechanical Accuracy on Full Stop and Correct Syllabification in Composition Writing by Students in College of Education Billiri, Gombe State <i>ANYEBE, Mary O., Ph.D, SULAIMAN, Jamila, & BAKO, Victoria Nati</i>	46
Comparative Study of Resource Availability and Utilization in Private and Public Universities in Edo State: Implication for Educational Planning <i>Chukujindu Joyce Okafor PhD, & Olubukola Ojo</i>	60
School Facilities and Students’ Academic Performance in Public Secondary Schools in Zone C Senatorial District of Benue State, Nigeria <i>Florence Onyemowo Akpakwu PhD, Mtile Simon Terver, & Prof. Margaret Uga Oluwole</i>	77

Factors Responsible for Cohabitation among Youths as Perceived by Students of University of Ilorin <i>Lateef Omotosho Adegboyega & Lukman Fasasi</i>	89
Teachers’ Information and Communication Technology Usage and Their Job Effectiveness among Secondary Schools in Ogoja Education Zone <i>Ategwu Patrick Ogar, Amos Paul Imeh & Uyimse Felicia Unyekeme</i>	108
Educational Supervision: A Panacea for Teachers Productivity <i>Kenn-Aklah F.U</i>	124
Relationship Between Senior Secondary Schools Students Motivation and Academic Achievement in Shongom Local Government Area of Gombe State <i>Dr. Samuel Alfayo Boh</i>	138

IMPACT OF COMMUNITY EDUCATION ON DRUG ABUSE FOR SUSTAINABLE COMMUNITY DEVELOPMENT IN ILORIN SOUTH LOCAL GOVERNMENT AREA

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Abstract

This research work was carried out on impact of community education on drug abuse for sustainable community development in Ilorin South Local Government Area among the selected advance learning centers in Ilorin South Local Government Area of Kwara State. Descriptive survey research design was adopted and the population of the study was all the Advance learning center in Ilorin South Local Government Area. Simple random sampling techniques was used to select 100 respondents. Data was collected through a researcher designed questionnaire titled Community Education on Drug Abuse as Determinant for Sustainable Community Development (CEDADSCD). It was fashioned on four likert rating scale of Strong Agree [SA], Agree[A], Disagree[D], and Strongly Disagree[SD]. Four research questions were formulated to guide the study and analyzed through the use of frequency counts and percentage. The findings revealed that broken homes, parental negligence, peer group

and lack of proper education among youth and adult are the cause of drug abuse in Ilorin South Local Government Area of Kwara State.

Keywords: Community education, drug, drug abuse and sustainable community development

Introduction

Drugs are commonly used by both young and old in the community. Drugs are not only useful for human beings but they are also useful for animals for good health. Human beings give drugs to their animals when they discovered that they are not healthy. Drug is an effective substance in the life of any living thing to cure sickness and to make life healthy. It is true that drugs are used for beneficent therapeutic purposes, effective substance for good health, but they are being abused by people in the community. Drugs are used illegally and unlawfully, thus it becomes harmful to the body. Drugs can be broadly defined as substances that change the way the brain and body function. One of the key messages that the community learn during this research is that some drugs are legal, while others are not. Legal drugs include medications when they are prescribed to you by a medical professional, caffeine, nicotine, and alcohol. Even though legal for adults, tobacco (which contains nicotine) and alcohol are illegal for children. Drugs that are illegal for everyone, all the time, include marijuana and cocaine. As this list shows, legal drugs can be helpful, but certain legal drugs, such as alcohol, can cause tremendous damage. All drugs can affect the brain and body, and people should only take medications that are given to them by a trusted medical practitioner.

Drug abuse is a major public health problem all over the world (UNODC, 2005). The use and abuse of drugs by people in a community have become one of the most disturbing health related phenomena in Nigeria and other parts of the world. Both adults and school going adolescents experience mental health problem, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. NAFDAC, (2004) as cited by Haladu (2003) explained the term drug abuse as excessive and

persistent self-administration of a drug without regard to the medically or culturally accepted patterns. It could also be viewed as the use of a drug to the extent that it interferes with the health and social function of an individual. Odejide, (2000) warned that drug abusers who exhibit symptoms of stress, anxiety, depression, behavior changes, fatigue and loss or increase in appetite should be treated by medical experts and counselors to save them from deadly diseases.

Drug abuse is defined as the use of a substance for a purpose not consistent with legal or medical guidelines (WHO, 2006).

Drug abuse is the uses of drugs for purposes different from medical reasons, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual's enhanced tendency to engage in convicts with friends, teachers, and school authorities. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss. Drug is a substance that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin or injection. Drug abuse inflicts immeasurable harm on public health and safety around the world each year, and threatens the peaceful development and smooth functioning of many societies. An understanding of the economic costs of drug abuse is necessary to develop policies that reduce such costs. Attempts to calculate the global monetary burden of drug abuse, however, are mired in data limitations in the many areas that must be taken into account to arrive at even a rough estimate of the total global cost of drug abuse. Analysis of the economic consequences of drug abuse must account for expenditure associated with policy choices and take into consideration any gains and externalities.

The various consequences of the drug abuse or drug addictions are so devastating and very shameful to the image and to the detriment of the national development, to the extent that both the national and international organizations all over the world are also worried about the spread of this scourge among Nigeria youths, These consequences include: Social violence among youths, armed robbery, mental disorder,

419, syndrome, social miscreants (area boys and girls), lawlessness, lack of respect for elders, rape, many more of the social evils (Emmanuel, 2014). Drug abuse while it emits hard drugs, also means the taking of drugs without prescription. This study therefore reflects societal troubles as drugs, in its different forms, is slowing down our search for development. Youths are dropping out of school, they are in mental institutions, they are in rehabilitation centres, all boils down to the fact that the mass media is “trying” to perform one of its roles of entertaining. The mass media is the watchdog of the society. The public relies on the media for information, for education and for entertainment. Given the power of the media in determining what the public thinks about, given the power the media has in framing media content in a particular way, given the audience role as absorbers of media content, amongst others, it is not a surprise that the media has a large part to play in the promotion of drug abuse. Discussion on the role of mass media in drug abuse prevention must reflect, to some extent, the history of drug education in general. Early approaches to drug education were based on moral objections to use of drugs or alcohol and advocated temperance. The belief that education can solve social problems has been longstanding despite a lack of supportive evidence. This belief is based on the assumptions that social problems are caused by the maladaptive behaviour of individuals, and that such behaviour can be influenced by education. Mass communication holds substantial promise as a tool for reaching and persuading people to adopt new and healthier lifestyles. This has long been recognized by those interested in prevention of drug abuse and in other unhealthy behaviours.

Community education on drug abuse is way of preventing drug abuse in the community. This education measures should start early, take a long-term approach and avoid flashy spectacle. They should focus on family, community and developing life skills in the individual. There should be a shift from the school-only focus in drug abuse education. Risk and protective factors should be taken into account. Community education on drug abuse is the planned provision of information, resources, and skills relevant to living in a community where psychoactive drugs are widely available and commonly used for a variety

of both medical and non-medical purposes, some of which may lead to harms such as overdose, injury, infectious disease, or addiction. Planning includes developing strategies for helping children and young people engage with relevant drug-related issues during opportunistic and brief contacts with them as well as during more structured sessions. Community education on drug abuse enables children, youth and adults to develop the knowledge, skills and attitudes to appreciate the benefits of living healthily (which may or may not include the use of psychoactive substances), promote responsibility towards the use of drugs and relate these to their own actions and those of others, both now and in their future lives. It also provides opportunities for people to reflect on their own and others' attitudes to various psychoactive substances, their use and the people who use them.

The concept of sustainable development is based on the concept of development (socio-economic development in line with ecological constraints), the concept of needs (redistribution of resources to ensure the quality of life for all) and the concept of future generations (the possibility of long-term usage of resources to ensure the necessary quality of life for future generations). The essence of the concept of sustainable development derives from the Triple bottom line concept, which implies the balance between three pillars of sustainability – environmental sustainability focused on maintaining the quality of the environment which is necessary for conducting the economic activities and quality of life of people; social sustainability which strives to ensure human rights and equality, preservation of cultural identity, respect for cultural diversity, race and religion; and economic sustainability necessary to maintain the natural, social and human capital required for income and living standards.

Farou (2012), asserts that the major emphasis of the theories is that people have their individual reasons for depending on one type of the drug or the other. Such reasons are explained in the following theories by Farou (2012) as:

- (a) **Personality Theory of Drug abuse:** The main emphasis of this theory is that there are certain traits or characteristics in the individuals that abuse drugs. Such personality characteristics, according to Eze and Omeje are inability to delay gratification, low tolerance from frustration, poor impulse control, and high emotional dependence on other people, poor coping ability and low esteem. Individuals with these personality characteristics find it difficult to abstain from drug abuse.
- (b) **Learning Theory of Drug Abuse:** It maintains that dependence or abuse of drugs occurs as a result of learning. The learning could be by means of conditioning, instrumental learning or social learning.
- (c) **Biological Theory of Drug Abuse:** The theory maintains that drug abuse is determined by the individual's biological or genetic factors which make them vulnerable to drug addiction.
- (d) **Social-cultural Theories of drug Dependence/Abuse:** The theories maintain that abuse is determined by socio-cultural values of the people. For instance, while certain cultures permit the consumption of alcohol and marijuana, other cultures do not. Among the Urhobo, Ijaw, Ibibio, Edo, Igbo, Yoruba and Itsekiri, alcohol i.e. Ogogoro is used in cultural activities. In Northern Nigeria alcohol is forbidden due to Sharia law.

Drug abuse has been found to bring different kinds of hazards to both the individual and the community as a result of an increased intake. Nigerian adolescents are being offered cigarettes through promotions and musical concerts. Some teens experiment and stop, or continue to use occasionally without significant problems. While others develop addiction, moving on to more dangerous and hard drugs and causing considerable harm to themselves and the society at large. Despite the effort of many concerned individuals and organizations to curb this menace, many individuals still present these drugs as though they are harmless. They give them slogans such as “for greatness” “for brighter life”. The predominant dwellers in the study area indulge in drug consumption as a social cultural whereby drug sellers sell the products to

both youths and adults also in youthful parties, drugs are being given to the guest as refreshment. The younger ones emulate this and grow up to become drug abusers. The study therefore, assess the impact of community education on drug abuse as a determinant for sustainable community development in Ilorin South Local Government Area of Kwara State.

Purpose of the Study

The objective of the study is to examine the impact of community education on drug abuse as determinant for sustainable community development in Ilorin South Local Government Area. The study also seeks to:

1. determine the causes of drug abuse among the community people in Ilorin South Local Government Area of Kwara State.
2. find out the effect of drug abuse on both youths and adults in Ilorin South Local Government Area of Kwara State.
3. examine how effective are the government responding to fight against drug abuse among the community people in Ilorin South Local Government Area of Kwara State?
4. identify the relevance of community education on drug abuse for sustainable development in Ilorin South Local Government Area of Kwara State.

Research Questions

1. What are the causes of drug abuse among the community people in Ilorin South Local Government Area of, Kwara State?
2. What are the effects of drug abuse on both youths and adults in Ilorin South Local Government Area of Kwara State?
3. How effective is the government responding to fight against drug abuse among the community people of Ilorin South Local Government Area of Kwara State?
4. What are the relevance of community education on drug abuse for sustainable development of Ilorin South Local Government Area of Kwara State?

Hypothesis

HO1: There is no significant impact of community education on drug abuse as determinant of sustainable community development.

Methodology

The research design adopted for this study is the survey research design because the study intends to find out the impacts of community education on drug abuse for sustainable community development in Ilorin South Local Government Area. The population of the study comprises of young adult learners and adults in Ilorin South Local Government Area of Kwara State. These groups of people are mostly common among adult learners in the advanced learning centres. In Ilorin South Local Government Area, there are 40 advanced learning centers. The study employed simple random sampling techniques to select 20 learners each in 5 advanced learning centers in Ilorin South Local Government Area making a total of 100 adult learners.

The instrument that was used for this study is a 17 items researcher designed questionnaire to collect data from the respondents. The questionnaire consist of two sections: section A and B. Section A was used to elicit information about the respondents while section B consists of closed ended questions that was used to draw information on impact of community education on drug abuse for sustainable community development. Respondents are expected to tick created boxes of columns where they strongly agree; agree; disagree and strongly disagree to the given statements.

For the purpose of this study, face and content validity was established by giving out the researcher designed questionnaire to the researcher supervisor and two experts in the field of measurement and evaluation. Corrections and suggestions made were used to prepare final draft of the questionnaire before administration. A pilot study was done to ensure reliability of the data gathering instrument. The researcher pilot test the instrument with 20 learners in 2 Advanced Learning Centers who are not part of the respondents of the study.

Answering of research questions

Research Question One: What is the perception level of the causes of

drug abuse among the people of Ilorin South Local Government Area of Kwara State?

Table 1: Frequency of Causes of Drug Abuse among the People of Ilorin South Local Government Area of Kwara State

Items	SA F (%)	A F (%)	D F (%)	SD F (%)
Broken home has led to an increase in drug abuse among youths and adults	82 (82)	17 (17)	1 (1)	0 (0)
Parental negligence and bad parenting skills has increased drug abuse	64 (64)	36 (36)	0 (0)	0 (0)
Peer group influence is a major cause of drug abuse	81 (81)	17 (17)	1 (1)	0 (0)
Illiteracy/ lack of proper education increase drug abuse among youths in the community	70 (70)	30 (30)	0 (0)	0 (0)

Table 1 shows that all the respondents strongly agreed that drug abuse can be caused by broken homes, parental negligence, peer group influence and lack of proper education among youths and adults in Ilorin South Local Government Area of Kwara state, this was measure with the following percentages 82%, 64%, 81%, 70% respectively, and no respondent respondents strongly disagreed to these items

Research Question Two: What is the level of effect of drug abuse on both youths and adults in Ilorin South Local Government Area of Kwara State?

Table 2: Frequency of Effects of Drug Abuse on Both Youths and Adults in Ilorin South Local Government Area of Kwara State

Items	SA	A	D	SD
	F (%)	F (%)	F (%)	F (%)
Drug abuse tends to deteriorate the Health status of its victims	59 (59)	40 (40)	1 (1)	0 (0)
Drug abuse has led to mental/emotional malfunctioning among people of the community	76 (76)	24 (24)	0 (0)	0 (0)
Drug abuse has contributed immensely to school dropout rate	77 (77)	23 (23)	0 (0)	0 (0)
Drug abuse has led youth and adult to illegal and immoral activities	76 (76)	24 (24)	0 (0)	0 (0)
Drug users become hoodlums that vandalize public property that tends to promote community development	79 (79)	21 (21)	0 (0)	0 (0)

Table 2 indicates that majority of the respondents strongly agreed that drug abuse: deteriorates health status of its victims, led to mental/emotional malfunctioning among people of the community, contributed to the rate of school dropout leading to illegal and immoral activities of youths and adults who eventually become hoodlums that vandalize public properties.

Research Question Three: What is the level of the effectiveness of government’s response in fighting against drug abuse among the people of Ilorin South Local Government Area of Kwara State?

Table 3: Level of Effectiveness of Government Response in Fighting against Drug Abuse among the People of Ilorin South Local Government Area of Kwara State

Effectiveness of government’s Response	Frequency	Percentage
Low effectiveness	18	18.0
Medium effectiveness	64	64.0
High effectiveness	18	18.0
Total	100	100

Results from table 3 showed that 64% of the respondents have the opinion that there is moderate level of the effectiveness of government’s response in fighting drug abuse among the people of Ilorin South Local Government Area of Kwara State. This can be an indication that government’s response to fighting drug abuse among the people of the study area is moderate and can be better so that there can be responsible people in the society

Research Question Four: To what extent does drug abuse has impact on sustainable community development in Ilorin South Local Government Area of Kwara State?

Table 4: Extent of Impact of Drug Abuse on Sustainable Community Development in Ilorin South Local Government Area of Kwara State

Extent of impact	Frequency	Percentage
Low impact	4	4.0
Medium impact	61	61.0
High impact	35	35.0
Total	100	100

Table 4 shows that 61% of the respondents is of the opinion that drug abuse has moderate impact on sustainable community development in Ilorin South Local Government Area of Kwara State. This implies that drug abuse can affect the sustainability of community development,

Discussion of findings

This study investigates the impact of community education on drug abuse for sustainable community development in Ilorin south local government area. It is clear from the findings that drug abuse can be caused by broken homes, parental negligence, peer group influence and lack of proper education among youths and adults in Ilorin South Local Government Area of Kwara State, since all the respondents strongly agreed to this. Ngesu, Ndiku & Masese (2008) also recorded that

children from homes where parents take drugs tend to imitate their parents" behaviour and through modelling start using drugs. Also, according to Abdul Karim et al (2005), students may start using illegal drugs due to media influence.

The study also examine the level of the effect of drug abuse on both youths and adults in Ilorin South Local Government Area of Kwara State and the outcome is related to view of Farou (2012), who discovered that the use abuse of drugs by adolescents have become one of the most disturbing health related phenomenon in Nigeria and other part of the World. Several school going adolescents experience mental health programme, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. The findings revealed that all the respondents strongly agreed to the statements that drug abuse deteriorates health status of its victims, led to mental/emotional malfunctioning among people of the community and contributed to the rate of school dropout leading to illegal and immoral activities of youths and adults who eventually become hoodlums that vandalize public properties

The findings also revealed that there is moderate level of the effectiveness of government's response in fighting drug abuse among the people of Ilorin east local government area of Kwara State since 64.0% of the respondents are of the opinion that there is moderate level of the effectiveness of government's response in fighting drug abuse. The finding also shows that 61% of the respondents is of the opinion that drug abuse has moderate impact on sustainable community development in Ilorin South Local Government Area of Kwara State. This implies that drug abuse can affect the sustainability of community development.

Conclusion

This study examined the impact of community education on drug abuse for sustainable community development in Ilorin South. Related literature review made considering scholars' explanations of the subject matter. Relevant data for the study generated through research instruments constructed by the researcher. Therefore, based on the findings from this study, it was concluded that;

1. Broken homes, parental negligence, peer group influence and lack of proper education are the causes of drug abuse among youths and adults in Ilorin South Local Government Area of Kwara State.
2. Health deterioration, mental/emotional malfunctioning, increased rate of school dropout leading to illegal and immoral activities of youths and adults who eventually become hoodlums that vandalize public properties are the effects of drug abuse among people of the community are the effects of drug abuse.
3. Governments moderately respond to the fight against drug abuse among the people of Ilorin South Local Government Area of Kwara State.
4. Drug abuse has moderate impact on sustainable community development in Ilorin South Local Government Area of Kwara State. This implies that drug abuse can affect the sustainability of community development.

Recommendations

1. Government should improve their response towards the fight against drug abuse in Ilorin South Local Government Area.
2. Both government and families should take up the responsibility of educating every members of the society.
3. The victims of drug abuse should be taken to rehabilitation centers.
4. Parents should endeavour to know whom their children are working with.
5. Government should enact a policy that will totally frown at drug abuse, thereby punishing the abusers.

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INFLUENCE OF PEER PRESSURE ON ADOLESCENTS' SEXUAL ADVENTURISM IN GHANA

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Abstract

The study investigated the influence of peer pressure on adolescents' sexual adventurousism in Ghana. A sample size of 525 adolescents with ages range between 12 and 19 years and are in junior high schools were selected for the study using the multistage sampling approach. The Youth Sexual Intention Questionnaire (YSI-Q) and the Peer Pressure Scale

(PPS) were used for data collection. Data were analysed using mean, standard deviation and multivariate linear regression. The results revealed that the level of peer pressure and sexual adventurousness were high among the respondents. Based on the findings, it was recommended that parents and teachers provide educative platform at home, school and the media in order to educate adolescents on peer pressure and sexual issues. Also, guidance and counselling coordinators should organize programmes on reducing the prevalence of peer pressure and sexual adventurousness. Furthermore, it was recommended that strategies for enabling adolescents to channel their sexual energies into productive ventures such as physical activity, creativity and reading of non-sexual story books should be put in place in schools.

Keywords: Adolescents, Ghana, peer pressure, sexual adventurousness

Introduction

Adolescence is characterised by major pubertal and biological changes which include changes to the sex organs, height, weight, and muscle mass, as well as major changes in brain structure and organization. Adolescence marks a time of sexual maturation (Manning, Longmore, & Giordano, 2000). Teenage pregnancy has been a major concern in Ghana. It has become an educational and social predicament due to the number of teenagers, mostly school going girls becoming pregnant. It is common to see some girls pregnant during the Basic Education Certification Examination (BECE) (Ayibani, 2013). In the Western Region of Ghana, adolescent pregnancy was reported to be high as 14,445 out of the total of 33,365 pregnancies representing 42.9% in 2010. Report from Upper Denkyira West District Health Directorate (UDWDHD) recorded 204 pregnancies among late teenagers with 4 pregnancies among early teenagers in 2011 (Ghana Statistical Service (GSS), 2014).

Peer pressure is the effect on an individual who gets encouraged to follow their peers by changing their attitudes, values or behaviours to conform to those of the influencing group or individual (Steinberg & Monahan, 2007). Affiliation with friends who engage in risk behaviours has been shown to be a strong predictor of an adolescent's own behaviour (Spear & Kulbok, 2001). Most adolescents engage in sexual activity out

of curiosity, need for acceptance and due to peer influence (Jayakody et al., 2011). Most do not have factual information from right sources and thus turn to the sources they believe are readily available such as peers for information on sex (Bogani et al., 2014).

Sexual Adventurism

Adolescents engage in a spectrum of sexual behaviours ranging from fantasy and self-stimulation to various forms of intercourse (Birnbaum, 2007). Men tend to fantasize about past sexual experiences, whereas women are more likely to conjure an imaginary lover or sexual encounter that they have not experienced previously (Birnbaum, 2007). Masturbation is the sexual stimulation of one's own genitals for sexual arousal or other sexual pleasure, usually to the point of orgasm (Coleman, 2012). Reading or viewing pornography, sexual fantasies, or other erotic stimuli may lead to a desire for sexual release such as by masturbation. Some people masturbate by using machines that simulate intercourse (Coleman, 2012).

Purpose of the Study

The main purpose of the study is to examine the influence of peer pressure on sexual adventurousism among adolescents in Ghana. Specifically, the study sought to:

1. explore the levels of peer pressure among adolescents.
2. explore the levels of sexual adventurousism among adolescents in Ghana.
3. examine the relationship between peer pressure and adolescents' sexual adventurousism.

Research Questions

The following questions were posed to guide the conduct of the study:

1. What are the levels of peer pressure among adolescents in Ghana?
2. What are the levels of sexual adventurousism among adolescents in Ghana?

Hypothesis

This hypothesis was formulated to further guide the conduct of

the study:

H_01 : There is no significant relationship between peer pressure and adolescent's sexual adventurousism.

H_{A1} : There is a significant positive relationship between peer pressure and adolescent's sexual adventurousism.

Methodology

Descriptive survey design was adopted for this study. The target population was all the adolescents in the nine public schools (three from each geographical zone). Accessible population was adolescents within the nine schools, which was 2,492 from which the sample size was drawn. A multistage sampling approach was used to select the sample. In the 1st stage, stratified random sampling was used to sample from each zone. In the 2nd stage, Simple random sampling was used to select three Metropolis/ District, each from a region. In the third 3rd stage, Simple random sampling was used to select three schools from each Metropolis/District. In the 4th stage, Systematic sampling was used to roll-in participants from each school.

The sample size was determined based on the estimate provided by Creswell (2012) which stated that for survey research, a minimum sample of 350 should be used. Glenn (1992), however, asserted that it is necessary for adjustment to be made in sample sizes in cases where the sample consists of several subgroups. Therefore, Glenn recommended 50% increase in the sample in such situations. Based on Glenn's observation, the researcher increased the sample size by 50%. This led to a sample size of 525 to be used for this study.

Two main instruments were used for data collection. For sexual adventurousism, a standardised scale titled Youth Sexual Intention Questionnaire (YSI-Q), developed by Muhammed et al. (2017) which has 9 item subscale targeting adolescents' level of sexual intentions, 10 item subscale targeting adolescents' attitude towards sexual behaviours/activities and 11 item subscale targeting adolescents' perception of their efficacy to engage in sexual activities. Responses ranged from "untrue of me", "somewhat untrue of me", "somewhat true of me" to "true of me". Peer Pressure Scale (PPS) is a 22-item which

measures the level of peer pressure of adolescents on a four point Likert-type scale ranging from “untrue of me-1”, “somewhat untrue of me-2”, “somewhat true of me-3”, and “true of me-4”. Pilot-testing was conducted to ensure validity of the instrument. The reliability co-efficient of the instrument was calculated using the Cronbach Alpha formula. The reliability co-efficient for Peer Pressure was 0.80 and that of Sexual Adventurism was 0.8. All protocols concerning ethical issues/considerations were followed, which are issues of informed consent/assent, confidentiality, privacy and protection of vulnerable participants.

Results

Research Question One: What are the levels of peer pressure among adolescents in Ghana?

The study sought to examine the level of peer pressure among adolescents in Ghana. Mean scores above 2.50 suggest that there was peer pressure and mean values below 2.50 depict low levels of peer pressure among adolescents in Ghana.

Table 1 presents the level of peer pressure among adolescents in Ghana. On the whole, peer pressure regarding sex was found to be high among adolescents ($M=3.11$, $SD=.35$). the highest ranked peer pressure item was “*My friends encourage me to engage in sexual activities*” ($M=3.55$, $SD=.86$). This was followed in second place by “*I engage in sexual activities to gain respect my friends*” ($M=3.45$, $SD=.93$).

Table 1: Level of Peer Pressure among Adolescent in Ghana

Statements	Mean	SD	Level
My friends encourage me to engage in sexual activities	3.55	.86	High
I engage in sexual activities to gain respect from my friends	3.45	.93	High
I go along with the sexual demands of my friends just to make them happy	3.43	.93	High
When my friends are having sex with their partners, I feel pressured to do same.	3.38	.97	High
My friends give me plans of having sex with my boy/girlfriend	3.37	1.01	High
My friends approve of my sexual behaviour.	3.32	.95	High
I sometimes try to engage in the sexual acts that my friends engage in	3.32	.99	High
I feel pressured by my peers to have sex.	3.32	1.01	High
I don't want my friends to laugh at me so I give in to their pieces of advice on sexual activities.	3.32	1.01	High
Having friends who are sexually active is fun.	3.31	1.03	High
I have learnt sexual acts from my peers	3.25	1.07	High
There are things about sex that my friends tell me that I want to try.	3.22	1.11	High
I enjoy talking about sexual activities with my friends	3.18	1.05	High
My friend introduced me to sexual activities.	3.18	1.10	High
I enjoy watching pornography with my friends	2.78	1.09	High
I feel obliged to do what my friends do	2.70	.98	High
I feel I belong to a great group when I engage with them in sexual activities.	2.60	.93	High
My best friend encourages me to get into sexual relationship.	2.55	.94	High
I give in to sexual relationships to be accepted by my friend.	2.50	.88	High
Having sex gives me the opportunity to be like my friend.	2.49	.83	Low
Mean of Means	3.11	.35	High

Source: Field Survey (2019)

Research Question Two: What are the levels of sexual adventurousism among adolescents in Ghana?

Sexual adventurousism was investigated from three dimensions: intentions, attitude, and self-efficacy to carry out sexual activities. Mean scores greater than 2.50 indicate high level of sexual adventurousism construct (i.e., sexual intentions, attitudes, and self-efficacy) while mean scores lower than 2.50 depict low sexual adventurousism. Tables 2 to 4 presents the results.

Table 2: Adolescents’ Level of Sexual Intentions

Statements	Mean	SD	Rank
I would engage in sexual activities for money and other gains	3.60	.81	1 st
I constantly look for sexual opportunities	3.37	1.0	2 nd
I propose or accept proposals because I want to satisfy my sexual desires	3.30	1.06	3 rd
I intend to touch private part of the opposite sex when there is the opportunity	3.26	1.06	4 th
Most times, I want to have sex if I find a partner who is willing to do so with me	3.19	1.10	5 th
I desire to engage in sexual activities	3.19	1.12	6 th
I have plans of engaging in sexual acts (e.g., kiss, fondle, etc)	3.07	1.16	7 th
I would like to engage in sexual activities to see how it feels like	2.97	1.18	8 th
I have plan of knowing more about sex	2.91	1.22	9 th
Mean of Means	3.20	.76	High

Source: Field Survey (2019)

Table 2 highlights adolescents' level of sexual intentions as one of the dimensions of sexual adventurism. Sexual intentions of adolescents were generally high ($M=3.20$, $SD=.76$). It was found that “*I would engage in sexual activities for money and other gains*” ranked highest ($M=3.60$, $SD=.81$), follow by “*I constantly look for opportunities to engage in sexual activities*” ($M=3.37$, $SD=1.00$) was second.

Table 3: Adolescents' Attitude towards Sexual Behaviours/Activities

Statements	Mean	SD	Rank
I feel like masturbating	3.45	.93	1 st
I feel addictively drawn to certain Activities	3.43	.91	2 nd
I feel I should not live without sexual	3.35	1.05	3 rd
I feel good engaging in sexual act	3.33	1.01	4 th
I have strong sexual desire I have to satisfy	3.25	1.06	5 th
I like watching pornographic materials	3.22	1.08	6 th
My sexual energy needs not to be controlled	3.21	1.08	7 th
I wish I know more about sexual activities than I do know already	3.06	1.15	8 th
I often feel like having sex	2.74	1.26	9 th
Engaging in sexual activities is all that matters	2.45	.91	10 th
Mean of Means	3.25	.81	High

Source: Field Survey (2019)

Table 3 highlights the attitude of adolescents towards sexual activities. The overall mean score of 3.25 revealed that adolescents have a positive attitude towards sexual activities ($M=3.25$, $SD=.81$). The respondents indicated that “*they sometimes feel like masturbating*” ($M=3.45$, $SD=.93$) and “*feel addictively drawn to certain sexual activities*” ($M=3.43$, $SD=.91$).

Table 4: Adolescents’ Perception of their Efficacy to Engage in Sexual Activities

Statements	Mean	SD	Rank
I have a boyfriend/girlfriend I have sex with	3.40	1.01	1 st
I sometimes decide to find someone with whom to engage in sexual activity	3.37	.98	2 nd
Once I feel like having sex, I have to do it	3.31	1.06	3 rd
Sex is something I have to taste at this stage	3.31	1.07	4 th
Having sex is something I easily do	3.44	.98	5 th
Sex is a duty I must perform	3.28	1.10	6 th
I plan sexual activity with my boyfriend/girlfriend	3.25	1.12	7 th
I lose all power to protect myself when sexually approached	3.23	1.08	8 th
I am unable to say no to sex	3.22	1.08	9 th
I am sexually active	2.92	1.23	10 th
I have decided to have sex with more than one person at a time	2.37	.88	11 th
Mean of Means	3.19	1.05	

Source: Field Survey (2019)

Results in Table 4 highlight the adolescents’ perception of their efficacy to engage in sexual activities. It was revealed that, on the whole, adolescents have high level of efficacy to engage in sexual activities ($M=3.19$, $SD=1.05$). The level of efficacy to engage in sexual activities that had the highest mean value was “*I have boyfriends/girlfriends whom I have sex with*” ($M=3.40$, $SD=1.01$). This was followed by the statement ‘*I sometimes decide to find someone with whom to engage in sexual activity*’ which was ranked second.

Hypothesis One

H₀1: There is no significant relationship between peer pressure and adolescents’ sexual adventurousism.

This hypothesis sought to examine the relationship between peer pressure and adolescents’ sexual adventurousism. To test this hypothesis, a Multivariate Linear Regression analysis was conducted. The predictor was peer pressure and the criterion was sexual adventurousism (sexual intents, attitude towards sex, and self-efficacy).

Table 5: Correlation Matrix of Peer Pressure and Sexual Adventurism Dimensions

	Peer Pressure	Sexual Intent	Attitude	Efficacy
Peer Pressure	1			
Sexual Intent	.692**	1		
Attitude	.655**	.812**	1	
Efficacy	.655**	.750**	.784**	1

**Significant, $p < .001$ (2-tailed).

Results in Table 5 presents information on the relationship between peer pressure and dimensions of sexual adventurousness. A statistically significant linear relationship was found between peer pressure and dimensions of sexual adventurousness. Taking peer pressure and sexual intentions, for example, a moderate positive relationship existed between the two, $r = .692$, $p < .001$. Also, a strong positive relationship between peer pressure and attitude towards sexual activities was found, $r = .812$, $p < .001$. Furthermore, a positive and moderate relationship was found between peer pressure and adolescents' efficacy in engaging in sexual activities, $r = .655$, $p < .001$. The multivariate analysis which highlights on the effect of peer pressure on the composite of sexual adventurousness is shown in Table 6.

Table 6: Multivariate Analysis

Effect		Value	F	df	Err df	Sig.
Intercept	Pillai's Trace	.101	18.719*	3	500	.000
	Wilks' Lambda	.899	18.719*	3	500	.000
	Hotelling's Trace	.112	18.719*	3	500	.000
	Roy's Largest	.112	18.719*	3	500	.000
	Root					
Peer Pressure	Pillai's Trace	.527	185.327*	3	500	.000
	Wilks' Lambda	.473	185.327*	3	500	.000
	Hotelling's Trace	1.112	185.327*	3	500	.000
	Roy's Largest Root	1.112	185.327*	3	500	.000

Overall Model: $F(1, 502) = 460.430$, $p < .001$. $R^2 = .521$; *Significant, $p < .05$

The overall model was found significant, $F(1, 502) = 460.430$, $p < .001$. The result revealed that peer pressure is a significant predictor of sexual adventurousness, $F(3, 500) = 185.327$, $p < .001$. This suggests that peer pressure significantly contribute to adolescents engaging in sexual adventurous behaviours. Further analysis revealed that 52.1% of the variations in sexual adventurousness was explained by peer pressure ($R^2 = .521$).

Discussion of Findings

Peer pressure was found to be high among adolescents in Ghana. Adolescents were found to be influenced by peers to engage in sexual activities. It must be established that adolescents at this stage are prone to making a lot friends and this is where friends tend to influence them to engage in certain activities. The finding is in line with a two-year longitudinal study jointly conducted in New Delhi which involved 55,000 youngsters between ages of 15 and 29. The study offered

interesting insights on the thought patterns of the youth young minds. To the youth, friends are important, but so is parental approval (*Times of India*, 2009). This explains why peer pressure was found to be high at this stage of their development and again,

The results showed that the level of sexual adventurousism was high among adolescents in Ghana. That is, intentions to engage in sexual activities, attitude towards sex, and efficacy of the adolescents to engage in sexual activities. Taking a clue from the results, it appears adolescents' sexual adventurousism is likely to be on the rise only if peers of the adolescents influence them to engage in sexual activities. The finding is consistent with that of a study by Crockett, Raffaelli, and Moilanen (2003) who found out that among sexually active adolescents, older youth are more likely to have multiple partners: 21 percent of 12th- graders compared to 12 percent of 9th-graders reported four or more partners.

The findings of the study have highlighted that peer pressure is a significant predictor of adolescents' level of sexual adventurousism. Enough evidence from this study has shown that peer pressure affects adolescents' intentions to engage in sexual activities, attitude towards sexual behaviours and their efficacy to engage in sexual activities. The findings of this study agree with the findings of Owens (2002) who found that peer pressure influences adolescents to engage in socially unacceptable behaviours and further reported that adolescents are far happier spending time with similarly aged peers as compared to adults.

Conclusions

The following conclusions were drawn from the findings of the study. Peer pressure regarding sex was reported to be prevalent among Adolescent. Adolescents were found to have high sexual intentions, a positive attitude towards sexual activities and also have high efficacy to engage in sexual activities. As, such, peer pressure is a significant predictor of Adolescents' sexual adventurousism.

Recommendations for Policy and Practice

The findings of the study revealed that Peer Pressure regarding sex was prevalent among Adolescents. It is recommended to parents and teachers to provide educative platforms to educate adolescents on peer

pressure and sexual related issues. The study also revealed that adolescents' level of sexual adventurousness was high. It is recommended to Guidance and Counselling coordinators to assist adolescent pupils to channel their sexual energies into physical activities, creativity and reading of non-sexual story books.

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EVALUATION OF THE IMPLEMENTATION OF BASIC TECHNOLOGY CURRICULUM IN PUBLIC JUNIOR SECONDARY SCHOOLS IN IBADAN METROPOLIS

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Abstract

The study evaluated the implementation of Basic Technology Curriculum in Public Junior Secondary Schools in Ibadan Metropolis. The study adopted an ex-post facto research design that adopted the CIPP model. Multi-stage sampling procedure was used to select the sample for the study. Simple random sampling was used to select sixty (60) Basic Technology teachers from sixty (60) schools across six local government areas in Ibadan metropolis. Two instruments were used to elicit information from respondents: Instructional Materials Checklist-IMC and Classroom Facilities Scale-CFS ($\alpha=0.73$), also content analysis of Basic Technology Curriculum was done by a Specialist in the field of educational evaluation to established the appropriateness of content to the achievement of the stated objectives of Basic Technology. The data collected were analysed using descriptive statistics of frequency count and mean. The content analysis carried out on Basic Technology curriculum for Junior Secondary level of education reveal that the implementation of the curriculum is moderately fair. Majority of the schools operates beyond the recommended class size of ratio 1:35. Also, that most of the Instructional materials are available but not adequate while school factor in terms of classroom facilities in Public Junior Secondary Schools in Ibadan is excellent. Basic technology teachers' characteristics are adequate (in terms of qualification and experience).

Therefore, it is recommended that government should make the essential instructional materials available; employment of more qualified basic technology teachers, provision of adequate classrooms and rehabilitation of dilapidated one and teachers with no education background should be encouraged to obtain higher academic qualification in education.

Key words: Evaluation, Basic Technology Curriculum, implementation, Junior Secondary Schools

Introduction

The revised National Policy on Education has an educational structure known as 9-3-4 system of education, meaning that basic education shall be of 9-year duration comprising 6 years of primary education and 3 years of junior secondary education, 3 years of senior secondary education and 4 years of tertiary education. Curriculum of each of these components of education is different. In Nigeria, the philosophy of education is based on: (a) The development of the individual into a sound and effective citizen; (b) The full integration of the individual into the community; and (c) The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system (National Policy on Education, 2014). Moreover, the national educational goals, which derive from the philosophy are: (a) The inculcation of national consciousness and national unity; (b) The inculcation of the type of values and attitudes for the survival of the individual and the Nigerian society; (c) The training of the mind in the understanding of the world around; and (d) The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (National Policy on Education, 2014).

Basic Technology, formerly known as Introductory Technology was structured to assist learners to develop interest in technology. The national curriculum maintains that, Basic Technology is to be offered in Junior Secondary Schools to reduce widespread ignorance about technology, lay a firm foundation for national development and inspire an increase in skill acquisition. The National Policy on Education (FRN:

2004) defines Basic Technology as the aspect of education which leads to acquisition of practical and applied skills as well as basic scientific knowledge. It is also a subject which deals with the fundamentals of engineering and technology. The objectives of teaching Basic Technology subjects in Nigerian schools include: To provide pre-vocational orientation for further training in technology, to provide basic vocational literacy for everyday living, and to stimulate creativity (NPE, 2004).

The study of basic technology has helped to reduce ignorance of technology, gives opportunity to students to use tools and machines that are used in industrial process and provide skills which help learners to handle any piece of work given to them (Onwuzurigbo, 2007, Elisha & Okolie, 2014). Also, it is aimed to prepare students for the world of work, wealth creation and entrepreneurship (FRN, 2014). In a developing country like Nigeria, effective technology teaching is compulsory in Junior Secondary Schools as this would enable the country to produce adequate cadre of potential professional technologists and educated citizens equipped for living in a technological age.

The objectives of Basic Science and Technology Curriculum (BSTC) as stated in the Junior Secondary School Curriculum are to make learners to: develop interest in science and technology; acquire basic knowledge and skills in science and technology; apply scientific and technological knowledge and skills to meet contemporary societal needs; take advantage of the numerous career opportunities provided by science and technology; become prepared for further studies in science and technology; and be safety and security conscious. (Nigerian Educational Research Development Council [NERDC], 2012) Revised. To achieve these stated objectives, the syllabus and the textbooks are structured and written in ways that would require use of tools and equipment in appropriate environment. Also, each school must have efficient facilities for the teaching of Basic Technology and well qualified and practically knowledgeable teacher(s) to handle Basic Technology practical work using workshop. However, presently it is not so as revealed by some studies carried out by some researchers which were discussed in the study (Arisi, 2008, Elisha and Okolie, 2014).

Despite the rearrangement and restructuring of the curriculum in Nigeria for decades now, the situation had remained serious and upsetting in the country. Emeh, *et.al.* (2011) stated that, the unemployment situation is reinforced by the inadequacies in the country's curriculum contents; and where the curriculum is adequate, poor implementation; government attitude towards education bedevils its achievement.

Ayeni and Adelabu (2012) research results revealed that there are problems of unattractive and poor condition of school buildings, crowded classrooms, non-availability of recreational facilities and aesthetic surroundings. This could have adverse effect on quality delivery of curriculum intention. There have been several studies on the effect of instructional materials on implementation of curriculum as well academic achievement of students such as in the study of (Jaiyeoba & Atanda, 2011) which revealed that out of the nine variables considered, instructional materials and conveniences contributed significantly to curriculum implementation and students' achievement.

The importance of class size cannot be over-emphasized in the school system. The Federal Government of Nigeria also realized this when they established ratio 1:35 for teacher and students in a standard classroom to allow for effective classroom interaction during teaching-learning process. In a study by Jepsen and Rivkin (2009), on the effects of California's billion-dollar class size reduction program on student achievement, results disclosed that smaller classes raised mathematics and reading achievement.

From the foregoing, it is evident that the implementation of Basic Technology curriculum in most Public Junior Secondary Schools in Nigeria may be unsatisfactory; the situation in Ibadan metropolis is not an exception. Hence, the researcher is interested in providing in-depth analysis on the quality of curriculum implementation of basic technology in Ibadan Public Junior Secondary Schools, providing suggestions and recommendations which will be based on its findings, to ensure that basic technology curriculum is efficiently and effectively implemented to realize the objectives of teaching the subject at the Junior Secondary School Level.

Purpose of the Study

This study was designed to evaluate the implementation of Basic Technology Curriculum in public Junior secondary schools in Ibadan metropolis.

Research Questions

1. Is the curriculum content of Basic Technology appropriate for achieving Basic Technology Objectives for Public Junior Secondary level of education?
2. What is the profile of teachers in terms of qualification and experience for teaching Basic Technology in Public Junior Secondary Schools in Ibadan?
3. What is the level of adequacy of school factor in terms of class size, instructional material and classroom facilities in Public Junior Secondary Schools in Ibadan?

Methodology

The study is an ex-post facto research design that adopted the CIPP model. Context is the curriculum content, Inputs are teachers' factors, Process are school factors such as class size, instructional materials etc. but the Product aspect of the model is not considered in the study. All Public Junior Secondary Schools and Basic Technology Teachers are the population for the study. There are eleven (11) local government areas in the two-education zone in Ibadan metropolis (5 in Ibadan Municipal and 6 in Ibadan Less city), 50% of the local government were selected from the two-education zone i.e., three (3) local government per zone making a total of six (6) local government areas. Ten (10) schools were randomly selected from the sampled local government making a total of sixty (60) schools and a teacher was selected from each school to be part of the study totaling sixty (60) teachers in all. Two main instruments were used by the researcher for the purpose of data collection: Instructional Materials Checklist-IMC and Classroom Facilities Scale-CFS ($\alpha=0.73$). These instruments were used to observed school materials and classroom facilities. Content Analysis was carried out on the content of the Basic technology curriculum by a

specialist in the area of Educational Evaluation. The instrument was used by the researchers to ascertain adequacy and relevance of the content to the objectives of the Basic Technology in Junior secondary school. The data were analysed using descriptive statistics of frequency count and mean.

Results

Research Question One: Is the curriculum content of Basic Technology appropriate for achieving Basic Technology Objectives for Public Junior Secondary level of education?

The analysis to answer Research Question One revealed the interconnections between the curriculum themes, content and the general objectives of teaching basic technology curriculum as stated in the curriculum by Nigerian Educational Research and Development Council (NERDC).

Table 1: Curriculum Content Analysis

Themes	Content	Objective Covered	Appropriateness
Understanding Basic Technology	Technology related professions Importance of technological literacy.	a, d & e	It provides knowledge about technology /develops the interest of students in technology. It enables the students to be aware of numerous advantages of being technological literate.
Materials and Processing	Properties of Materials, uses of building materials and processing of material: Metal, Wood, Ceramics and Glass, Plastics and Rubber.	a, b, c, d & e	The contents are appropriate. It develops the interest of students in materials used in technology /enables the students to acquire basic knowledge and skills concerning the materials used in technology/helps the students to apply technological knowledge and skills while working with materials thereby meeting contemporary societal needs.
Drawing Practice	Drawing Instrument and material. Basic board practice: Setting drawing paper on the board. Freehand Sketching. Geometric construction and Plane figure. Isometric and Oblique drawing. Orthographic Projection. One point perspective, Scales and scale drawing as well as Drawing of plans and Blue-Print.	a, b, c, d & e	The contents are appropriate It helps students to identify and handling instruments and materials which can be used to construct various shapes in the society. The technological knowledge and skills used in handling these instruments and materials help students in production of various shapes which are needed in society. The technological knowledge and skills of handling drawing instruments and materials enables students to take advantages of various career opportunities in technology/engineering. Prepare them for further studies in technology/engineering. The contents are appropriate.
Tools, Machines and Processes	Woodwork Hand-Tools: Measuring tools, Setting and marking out tools. Metalwork Hand-Tools: Marking out tools, Measuring tools and	a, b, c, d & e	It develops the interest of students in technology/ engineering and enables them to acquire knowledge and skills in technology/ engineering/ Using the woodwork hand-tools enables the students to apply technological knowledge and skills in meeting the contemporary societal needs.

gauges,

	Driving tools and Maintenance of Tools and Machines: Woodwork & Metalwork machines	a, b & c	Identify the various type of woodwork machines and their uses develops students' interest, enables them acquire knowledge and skills in technology/engineering while carrying out simple operations using woodwork machines enables them to apply technological knowledge and skills in meeting the contemporary societal needs as well as prepares them for further studies in technology.
	Belt and Chain Drives. Hydraulic, Pneumatic machine	a, b & e	Identification and description of belt and chain drives develop the interest of students in technology/ engineering and enables them to acquire knowledge and skills in technology/ engineering, / Identification, description, advantages and disadvantages of belt and chain drives prepare the students for further studies in technology.
	Gears: Types, Uses, Ratios, Speed rotation and functions of lubricants in Gears.	a, b, c & e	Identification, uses of different types of gears, determination of gear ratio/speed rotation in mechanical system develop the interest of students as well as helps the students to acquire knowledge and skills in technology/ engineering.
	Woodwork & Metalwork Projects: Production of various objects	a & b	Construction of simple household furniture enable students to apply technological knowledge and skills to meet contemporary societal needs, take advantage of the numerous career opportunities provided by technology and prepare them for further studies in technology
	Machine Motions: Linear motion and Rotary motion: One way Motion.	a & b	Explanation of types and application of rotary helps students to develop interest in technology; / Explanation of application of rotary motion and the need to convert rotary motion to linear motion enable students to acquire basic knowledge and skills in technology
Safety	Safety Guidelines: Safety guidelines for pedestrians, Safety guidelines for cyclists/motorcyclists, Safety guidelines for motorists.	a, b, c & f	Safety guidelines for pedestrians, cyclist and demonstration of how safety precautions should be taken enables students to develop interest, acquire basic knowledge with skills in technology , help students to be safety and security conscious, enables them to apply technological knowledge and skills to meet contemporary societal needs. The contents are appropriate.

Workshop Causes, Devices, regulations and Accident prevention techniques.	Safety: Types, rules and prevention	a, b, c & f	Causes/Types of workshop accidents develop students' interest in technology; workshop Safety Devices, rules and regulations enable students to acquire basic knowledge and skills; Accident prevention techniques enable students to apply technological knowledge and skills to meet contemporary societal needs.
First Aid: meaning and materials, Application of simple first aid, ABC of First Aid; Application of ABC of First Aids.	First Aid:	a, b, c & f	Explanation on the meaning of first aid develop students' interest in technology; discussion of ABC of first aid and identification of the contents of a first aid box help students to acquire basic knowledge and skills, while Application of first aid measure/Application of ABC of first aid to victims of accident enable them to meet contemporary societal needs and First Aid knowledge and skills helps students to be safety and security conscious.
Rescue Operations: Meaning, aspect of rescue operation, Securing the environment, and victims, Steps involved in rescue operation	Rescue Operations: Different aspect of rescue operation, the vehicle and victims, Steps involved in rescue operation	a, b & f	Explaining what rescue operation means/ identification of different aspect as well as description of the steps involved in each aspect of rescue operation develop students' interest, enable them acquire basic knowledge and skills in technology. Rescue Operations knowledge and skills help students to be safety and security conscious

Table 1 revealed the interconnections between the curriculum themes, content and the general objectives of teaching basic technology curriculum. From table 1, Objective one (1) is covered under five (5) themes, Objective two (2) is covered under four (4) themes, Objective three (3) is covered under four (4) themes, Objective four (4) is covered under four (4) themes, Objective five (5) is covered under four (4) themes and Objective six (6) is covered under one (1) theme. Overall, the basic technology curriculum content adequately covers all the intended objectives as stated.

Research Question Two: What is the profile of teachers in terms of qualification and experience for teaching of Basic Technology in Public Junior Secondary Schools in Ibadan?

Teachers' profile data was sought for under Section A (Demographic information of the sampled teachers) on the Classroom Facilities Instrument in this study.

Table 2: Teachers' Profile

Qualification	Frequency	Percentage
M.Ed.	3	5.0
B.Sc.+ PGDE	8	13.3
B.Sc.Ed	22	36.7
NCE	4	6.7
M.Sc	3	5.0
B.Sc	15	25.0
HND	5	8.3
Total	60	100
Experience		
Below 5 years	10	16.7
Between 5 to 10 years	14	23.3
Above 10 years	36	60.0
Total	60	100.0

Table 2 revealed the teachers' qualification in Public Junior Secondary Schools in Ibadan, a total of 61.7% (5.0 + 13.3 + 36.7 + 6.7) of the teachers hold professional qualification (education) to teach the subject while the remaining 38.3% (5.0 + 25.0 + 8.3) has no education degree, which shows that majority of basic technology teachers are qualified to teach the subject in Junior Secondary Schools.

Research Question Three: What is the level of adequacy of school factor in terms of class size, instructional material and classroom facilities in Public Junior Secondary Schools in Ibadan?

Table 3A: Class Size

Students-Teacher Ratio	Frequency	Percentage
Exactly/below 1:35	18	30.0
Above 1:35	42	70.0
Total	60	100.0

The analysis is an assessment of the class size in Public Junior Secondary Schools in-line with the class size recommended in NPE 2014. Table shows that majority of the schools (70%) operates beyond the recommended class size while few schools (30%) operate within the recommended teacher to student's ratio (1:35). Overall, the level of adequacy of school factor in terms of class size in Public Junior Secondary Schools in Ibadan is poor.

Table 3B: Instructional Materials

	No. of items	Sum of scores			Actual Mean	Result
		NA	AN A	AA		
Classroom tools	2	8	14	135	2.62	Available and adequate
Safety tools	9	192	32	86	1.52	Available but not adequate
Materials and processing tools	19	331	63	630	1.79	Available but not adequate
Drawing tools	10	155	78	312	1.84	Available but not adequate
Tools, machine and processing materials	31	748	40	86	1.07	Not available
TOTAL	71	1434	227	1249	1.77	Available but not adequate

Table 3B shows the level of adequacy of school factor in terms of instructional materials in Public Junior Secondary Schools in Ibadan. All classroom tools are available and adequate in the schools. Safety, drawing, materials and processing materials tools are available but not adequate in the schools while Tools, machine and processing materials are not

available in the schools. Overall, most of the instructional materials in Public Junior Secondary Schools are available but not adequate.

Table 3C: Classroom Facilities

	B	S	E	Sum	Actual Mean	Remark
Quality of classroom furniture (reading)	4	19	7	63	2.1	S
Adequacy of classroom furniture (reading)	4	19	7	63	2.1	S
Quality of classroom ventilation	1	3	26	85	2.8	E
Quality of classroom floor	4	13	13	69	2.3	S
Adequacy of quality chalkboard	2	1	27	85	2.8	E
Quality of interior walls	5	19	6	61	2.0	S
Adequate classroom space	0	18	12	72	2.4	S
Proper furniture alignment & arrangement	0	17	13	73	2.4	S
No Distractions from activities within the school	1	14	15	74	2.5	E
No Distractions from activities outside the school	4	5	21	77	2.6	E
Total	25	132	173	808	2.7	E

Remark: B (Bad); S (Satisfactory) and E (Excellent)

Table 3C shows the quality of classroom facilities in the schools. The Excellent classroom facilities in schools are the quality of classroom ventilation (2.8), adequacy of quality chalkboard (2.8), no Distractions from activities outside the school (2.6) and no Distractions from activities within the school (2.5). Furthermore, Adequate classroom space (2.4), Proper furniture alignment and arrangement (2.4), Quality of classroom floor (2.3), Quality of classroom furniture (reading) (2.1), Adequacy of classroom furniture (reading) (2.1) and Quality of interior walls (2.0) are the facilities that are satisfactory in terms of its quality and adequacy in schools. Overall, the level of adequacy of school factor in terms of classroom facilities in Public Junior Secondary Schools in Ibadan is excellent.

Discussion of Findings

The finding that the basic technology curriculum content adequately covers all the intended objectives as stated lend support to other studies which also found out that the content of the curriculum for Junior Secondary Schools is appropriate and could accomplish the objectives of the secondary school subjects (Ofocha, 2009, Ifeobu, 2014 & Akanmu et.al., 2016).

The finding that majority of basic technology teachers are qualified to teach the subject in Junior Secondary Schools is supported by the previous study of (Abdu, 2014; and Olateru-Olagbegi, 2015). It was further revealed the teachers are adequate in terms of teaching experience which lend support to earlier studies of Grissmer et.al., (2000); Betts et.al., (2003); and Omoniyi, (2014) that teachers' teaching experience has high influence on the implementation of curriculum and further achievement during the teaching learning process.

The finding that level of adequacy of school factor in terms of class size in Public Junior Secondary Schools in Ibadan is poor because majority of the schools operates beyond the recommended class size and most of the instructional materials in Public Junior Secondary Schools are available but not adequate. Also, the level of adequacy of school factors in terms of classroom facilities in Public Junior Secondary Schools in Ibadan is excellent and this lend support to the findings of (Jaiyeoba & Atanda, 2011; Akanmu et. al., 2014; Puyate, 2008; and Akinfe et.al., 2012).

Conclusion

The study evaluated the appropriateness of Basic Technology Curriculum content for achieving Basic Technology Objectives using the CIPP model but the study focused on the first three aspect of the model to draw conclusion. It was revealed that the quality of context of implementing Basic Technology curriculum for Junior Secondary level of education is adequate in terms of content. For the quality of input, Basic technology teachers' profile is adequate in terms of qualification and experience. However, the quality of school resources is inadequate in terms of instructional materials and teacher-students' ratio.

Recommendations

This study recommended that government should make the essential instructional materials available; employment of more qualified/professional basic technology teachers, provision of adequate classrooms and rehabilitation of dilapidated classrooms and teachers with no education background should be encouraged to obtain higher academic qualification in education.

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**EFFECTS OF INSTRUCTION IN MECHANICAL
ACCURACY ON FULL STOP AND CORRECT
SYLLABIFICATION IN COMPOSITION WRITING BY
STUDENTS IN COLLEGE OF EDUCATION BILLIRI,
GOMBE STATE**

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Abstract

This study investigated the effects of instruction in mechanical accuracy on the use of full stop and correct syllabification in composition writing by students in College of Education Billiri. The quintessence is to improve students' performance in essay writing. A quasi experimental research design was adopted. NCE I students of College of Education Billiri, Gombe State formed the population. The whole population was used for the research involving two complete classes of the NCE I students, one as the control and the other as experimental group. To guide the study, two research questions and two hypotheses were formulated. The 2018 WASSCE questions were adapted and used to collect data, and the data were analyzed using mean, standard deviation, and t-test statistics.

Finally, the findings of the work revealed that students who received treatment on mechanical accuracy achieved higher than those who did not. Among other recommendations, teachers of English composition writing should expose students to the rubrics of mechanical accuracy separately for them to apply while composing essays.

Keywords: Mechanical, Accuracy, Syllabification, Composition Writing, Rubrics

Introduction

As a medium of human communication, language, both in spoken and written forms is used. Writing, among the four language skills is the one that requires use of words and sentences which represent language and emotions with signs and symbols. In most languages, writing is the counterpart to speech or spoken language. Though writing is not a language, but it is a tool that makes languages readable. It is necessary therefore to note, that certain rules must be borne in mind when practicing the art of writing.

Khaniya (2005), defines writing as a good activity to improve our understanding of any subject. Generally, writing is believed to be the difficult skill to acquire especially in oral culture like Nigeria, where people, find it difficult to understand English Language since it is not our first language (Rahmat, Shahabani & Ibrahim, 2020). Writing does not come as natural as speaking, but it is an activity that many of us cannot get away from, because, there are letters to write, forms to fill, messages to send etc.

Learning a language demands becoming dexterous in the four skills of listening, speaking, reading, and writing (Ashrafuzzaman, Ahmed & Begum, 2021). As the language of the Nigerian multilingual community, for there is no mutual intelligibility and understanding amongst the greater majority of people, therefore, English language becomes a means of obtaining, maintaining, and regulating contact. It is therefore very important for every Nigerian to be proficient in both the speech and written forms of the language; for the limit of one's language is the limit of one's world. Above all, success in school is largely a

language matter which purely depends on the ability to write (Rao, 2019; Adebileje & Akinola, 2020).

The importance attached to the art of writing good essays cannot be measured. There is no doubt that it is a great task for anyone to produce flawless essays. However, great care must be taken so as to produce a good write-up. A very dull essay with poor Mechanical Accuracy, will surely reduce the interest and enthusiasm of the reader.

Mechanical accuracy according to Uzo (2007), is ‘a fancy way of saying that your writings should be free of errors.’ He added that ‘it has to do with typographical errors, spelling, punctuation and syntax.’ It should be noted that no writing is comprehensible until it is free from errors. Every piece of writing that is judged to be good must have four cardinal factors, otherwise the piece will fall flat regardless of its intended purpose. The four factors are Content, Organisation, Expression, and Mechanical Accuracy. Mechanical (Technical) accuracy entails grammar, punctuation, and spelling rules to be complied with. (Annie Moon, 2018)

To achieve the needed goal of written communication, emphasis should also be placed on punctuation, for it is more stubbornly problematic compared to any other aspect of the language as it can authoritatively affect meaning (Oyetunde, 2018). Full stops, commas, question marks etc. must be put at the appropriate places. Neglecting to do so, leads to alteration of meaning or missing the entire point sometimes. Full stops are put at the end of sentences. It is very nasty to forget to put full stop at the end of a sentence, yet this is what several students do. Other punctuation marks such as the colon, semi-colon, dash, quotation marks etc., correct spellings, syllabification and capitalization should also be used accordingly.

The word syllabification simply means “the act of separating into syllables,” Segments of words being divided into groups of consonant sounds that are mostly held together by vowels and taken together. The process of syllabification involves identifying those separate syllables in speech or writing. Syllabification is a good way to learn a new word ([vocabulary.com/dictionary](https://www.vocabulary.com/dictionary), 2023).

Mastery of punctuation marks and large vocabulary are of utmost prominence for students at all levels. However, serious deficiency in such

have been observed in the writing skill of NCE I students of College of Education Billiri. The situation is worrisome. The Department of Modern Languages in the School of Languages was made to understand that most of the NCE I students perform poorly at General English courses especially that of Composition (Letter and Essay Writing). The failure cannot go unnoticed, as it created a wide gap that prompt remediation is needed to curtail this disquieting situation.

This issue may not be unconnected to the students' attitude towards practice in writing, for their wrong perception of the English language as 'difficult'. It could also be linked with large classes with students-teacher ratio of 90:1, and insufficiency of qualified English Language teachers in the school of Education to man the teaming population of the students in the General English classes.

English language is the medium of instruction in our tertiary institutions, and a means of communication in our country. In fact, one of the requirements for admission into any higher institution of learning in Nigeria is to have a credit pass in English Language and four other related subjects based on area of specialization, yet students' performances in English Language over the years has not been encouraging, therefore the need for this work.

For the purpose of this research, College of Education Billiri NCE I students' achievement in composition writing is going to be looked at, and if rapt attention is paid to the recommendations of this research, beautiful essays and write-ups will be the outcome.

Writing is intimidating to a lot of people, particularly those who do not write for a living or on regular basis. There has been a general outcry and a growing concern among stakeholders about the performance of NCE I students' achievement in composition writing especially from the School of Languages of the College, Department of Modern Languages, and the English Unit in particular. This persistent poor performance of the students has been a source of concern to the management, academic staff in the English Unit, COE Billiri, and Gombe State at large. In one of its regular meetings, the management of the college threw the challenge to the English Unit to proffer solutions to this.

Efforts were made by the concerned unit to organise a two week extra lessons for remediation in that regard. Also, formation of co-

curricular activities like press club, young writers club, quiz and debate clubs were put in place to help the students overcome some of these challenges faced in writing. It is in line with this concern that the researchers decided to undertake this study.

Purpose of the Study

This study assessed the effects of instruction in mechanical accuracy on full stop and use of correct syllabification make a difference in composition writing among NCE I Students in College of Education Billiri of Gombe State, Nigeria. The specific objectives are to:

1. Find out the level of use of Full Stop in composition writing by NCE 1 students before and after exposure to instruction in mechanical accuracy.
2. Find out the level of use of correct Syllabification in composition writing by NCE 1 students before and exposure to instruction in mechanical accuracy.
3. Examine the effects of instruction in mechanical accuracy on the use of full stop in composition writing by NCE 1 students
4. determine the effects of instruction in mechanical accuracy on the use of correct syllabification in composition writing by NCE 1 students

Research Questions

The research questions below were raised for the study:

1. What is the level of use of full stop in composition writing by NCE 1 students before and exposure to instruction in mechanical accuracy?
2. What is the level of use of correct syllabification in composition writing by NCE 1 students before and after exposure to instruction in mechanical accuracy?

Hypotheses

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

1. There is no significant effect of instruction in mechanical accuracy on the use of full stop in composition writing by NCE 1 students.
2. There is no significant effects of instruction in mechanical accuracy on the use of correct syllabification in composition writing by NCE 1 students

Methodology

The research made use of the Quasi-Experimental design. Specifically, the pre-test-post-test control and experimental group design. The experimental design is chosen because it gears at seeing the effects of an independent variable on a dependent variable (s). In this study, the independent variable is instruction on mechanical accuracy, while the dependent variable is students' achievement in composition writing. The groups are manipulated on training in effective use of full stop and correct syllabification. The experimental group received the training, while the control group did not.

Sulaiman and Danga (2022), state that 'the experimental design has three key elements: Comparison, Manipulation, and Control. Comparison is an activity that involves identifying the effects of a variable (usually the independent variable) on another variable (dependent variable). Manipulation has to do with introducing an experience to one group (the experimental group), and withholding it from another similar group (the control group). Control is the process of doing away with other factors that may equally be responsible for the observed relationship between the variables under investigation.' The population of the study consisted of all the 112 NCE 1 students comprising 46 males and 66 females from the four (4) schools: Arts and Social Sciences, Languages, Primary Education and Early Child Care Education, and Sciences, in the College of Education Billiri of Gombe State. The students that constituted the sample of this study are 112 NCE I students of College of Education Billiri of Gombe State selected through the purposive sampling technique.

The researchers measured the students' composition writing skills achievement in the two groups before and after the study using the 'Composition Writing Skills Achievement Test' (CWSAT) adapted from the 2019 WASSCE English Language examination questions, modified

to suit NCE I level, especially with regards to length of the essay and time allotted. It was an essay question designed to attract 40 marks (20 marks each for Full stop and Correct Syllabification). Both the content and construct validity of the English Language Achievement Test were obtained through inputs from experienced English Language lecturers as well as experts in the area of Research Measurement and Evaluation, Faculty of Education, University of Jos. The reliability of the instrument was established using the test-retest method to establish the measure of stability. Five students of similar characteristics to the sample was used and the achievement scores were correlated using the Pearson Product Moment Correlation Coefficient and the coefficient obtained is 0.80 which showed that the instrument is reliable.

The researchers, together with a co-lecturer of a General English Course (GEN112) who served as the research assistant, administered a pretest to both the experimental and control groups in the first week of the research exercise. The choice of just one school to serve as both the experimental and control groups is predicated on Danga and Korb's (2014) finding that treatment diffusion poses no harm to the internal validity of an educational experimental study design. In order to control for interaction between the control and experimental groups, the experimental group are treated separately in their departments. This provided a baseline before the treatment. Thereafter, the treatment (instruction in mechanical accuracy) was provided to the experimental group only for six weeks. However, while the researchers exposed the experimental group to the treatment, the research assistant engaged the control group in the regular content of GEN 112. At the end of the six weeks of exposing the experimental and control groups to different conditions, the post test, same as the pretest, was administered.

The data collected was processed and analyzed using descriptive statistics (mean, standard deviation) to answer the research questions and inferential statistics (t-test) to test the hypotheses. Mean that ranges between 0 to 6.66 is regarded as low, those between 6.67 to 13.33 is moderate while mean scores that ranges from 13.34 to 20 is seen as high.

Results

The results are presented in line with the research questions and hypotheses.

Criteria: A total of 40 marks is obtainable based on 20 marks each for both of full stop and syllabification. Any Mean score from 0.00 to 6.66 is considered low, 6.67 to 13.33 is considered moderate, while 13.34 to 20.00 is high.

Research Question One: What is the level of use of full stop in composition writing by NCE I students before exposure to instruction in mechanical accuracy?

Table 1: Mean and Standard Deviation on the use of Full stop before and after Treatment

Group	Variable	N	Before Treatment			After Treatment		
			Mean	SD	Level	Mean	SD	Level
Control	Full stop	56	1.21	1.89	Low	1.80	2.92	Low
Experimental		56	0.88	1.82	Low	8.61	3.73	Moderate

Table 1 above shows the computed mean for Control Group as 1.21 and standard deviation as 1.89. For the Experimental Group, the mean is computed as 0.88 and standard deviation as 1.82 in the pretest. Therefore, students' use of full stop before exposure to treatment was low in both groups. The post-test result shows that the level of NCE I students' use of full stop after treatment was low in control group but moderate in the experimental group, for students that made up the experimental group had the mean achievement score of 8.61 while the control group had 1.80. the mean difference in the post-test of the two groups was found to be 7.73 in favour of the experimental group.

Research Question Two: What is the level of use of correct syllabification in composition writing by NCE 1 students before and after exposure to instruction in mechanical accuracy?

Table 2: Mean and Standard Deviation on the use of Syllabification before Treatment

Group	Variable	N	Before Treatment			After Treatment		
			Mean	SD	Level	Mean	SD	Level
Control	Syllabification	56	6.93	4.77	Moderate	6.63	3.64	Moderate
Experimental		56	6.13	4.5	Low	13.89	3.71	High

Result on Table 2 above shows the computed mean for Control Group as 6.93 and standard deviation as 4.77. For the Experimental Group, the mean is computed as 6.13 and standard deviation as 4.5. This means that students' use of correct syllabification before exposure to treatment was moderate in Control group and low in Experimental group in pretest. On the other hand, the post-test computed mean for Control Group as 6.63 and standard deviation as 3.64. For the Experimental Group, the mean is computed as 13.89 and standard deviation as 3.71. This means that students' use of correct syllabification after exposure to treatment was moderate in Control group and high in Experimental group.

Hypothesis One: There is no significant effect of instruction in mechanical accuracy on the use of full stop in composition writing by NCE 1 students

Table 3: t-test summary on effect of instruction in mechanical accuracy on the use of full stop in composition writing by NCE 1 students

Group	N	Mean	SD	T	df	p-value	Decision
Control	56	1.80	3.73	10.76	110	0.0001	Significant
Experimental	56	8.60	2.92				

To test for hypothesis one, a t-test statistic was computed. From the result on Table 3, the computed p-value of 0.0001 is less than .05. In addition, the means for control and experimental groups is 8.60 and 1.80 respectively. This provided sufficient evidence against the null hypothesis. Therefore, there is significant effect of instruction in mechanical accuracy on the use of full stop in composition writing by NCE 1 students. The experimental group with higher mean of 8.60 significantly performed better when they were exposed to the treatment.

Hypothesis Two: there is no significant effect of instruction in mechanical accuracy on the use of correct syllabification in composition writing by NCE 1 students

Table 4: Mean Score difference in Syllabification

Group	N	Mean	SD	T	df	p-value	Decision
Control	56	6.62	3.71	10.47	110	0.0001	Significant
Experimental	56	13.89	3.64				

Table 4 above shows that the mean score for the experimental group in syllabification is 13.89, while that of the control group is 6.62. Since the P-value of 0.0001 is less than the level of significance of 0.05, the p-value is significant. Therefore, there is significant effect of instruction in mechanical accuracy on the use of correct syllabification in composition writing by NCE 1 students. When subjected to the treatment, the experimental group with a higher mean of 13.89 considerably outperformed the control group.

Summary of finding

This study was designed to experiment the effects of instruction in mechanical accuracy on NCE I students' achievement in composition writing, and determine the effects of it vis-à-vis the performance of students in the post-test in College of Education Billiri of Gombe State. The focus of the research is on public College of Education students. Failure has been identified in their use of English and specifically composition writing examination; that is the reason this work is purposefully sought to assess the effects of instruction in mechanical

accuracy based on skilful use of punctuation marks-full stop and syllabification. The two were tested to determine the level of students' achievement in composition writing.

The findings of this study revealed that:

- a. the instruction in mechanical accuracy enhanced the mean achievement scores of students in the use of full stop and syllabification.
- b. students in experimental group were able to perform higher than that of control in post-test in the areas of use of full stop and correct syllabification.
- c. the post-test mean score showed a significant difference between the two groups, with the experimental group achieving significantly higher because of the intervention received, while the performance of the control group in the post-test showed a little improvement.
- d. instruction in mechanical accuracy improved NCE I students' achievement in composition writing even though little errors were observed in spelling, use of linkers and vocabulary etc.
- e. the pre-test mean scores of the experimental and control groups showed no significant difference.
- f. The post-test mean scores showed a significant difference between the experimental and control groups, with the experimental group achieving significantly higher in all the five aspects tested.

Conclusion

Evidence from this research has shown that teaching mechanical accuracy as an entity is better. This is justified by the improvement of the experimental group over the control group in writing composition as a result of treatment received in mechanical accuracy. The finding also showed an improvement in the use of full stop and correct syllabification by both groups but higher in the experimental group than control. This implies that using that teaching mechanical accuracy separately is better, because students were thoroughly carried through the technicalities of mechanical accuracy in composition writing where samples of marked dummies of WAEC & NECO were given out to the students, and the researcher vividly explained the penalties of mechanical accuracy errors.

This aided much in making the students more careful in committing similar errors in the subsequent practice. In the course of teaching, the researchers also guided the learners to a certain level on what and how to write error-free compositions.

The finding of this study indicated that students learn composition writing rapidly by being careful and skilful in the use of mechanical accuracy, as evidence showed from the performance of the experimental group.

Recommendations

The researchers have offered some recommendations as below:

1. English language teachers should be encouraged to integrate mechanical accuracy meaningfully in teaching composition writing.
2. composition writing should be learner-centered in such a way that learning materials are applied to encourage active participation of the learners, while the role of the teacher is to guide the composition writing.
3. curriculum planners (NCCE) are also advised to plan NCE minimum standard taking cognizance to include mechanical accuracy as an entity.
4. English language teachers should encourage students to read books extensively which will develop student's inspirations to be applied in composition writing.
5. parents should be encouraged to create an enabling reading environment for their children which will make them learn unconsciously the correct grammatical usage and adapt to think creatively in writing their feelings, emotions, and opinions.
6. composition writing club should be established in all public colleges of education with a clear intervention from government which will serve as motivating factor to capture the interest of the learners to involve in writing regularly.
7. College management should supply ample composition learning materials such as story books, English language textbooks, novels, plays, poems, diagrams, pictures and other related materials.

8. lecturers in the colleges should study the uniqueness of the learners in teaching mechanical accuracy in composition writing of which the right approach should be applied to solve their writing problems.
9. teaching mechanical accuracy in composition writing should be practical because it increases students' understanding of the concept, and the lecturer must be expert, skilful, and sophisticated especially in the use of punctuation marks.

Finally, it is further recommended that studies be conducted on the other types of essay composition i.e. descriptive, expository, and argumentative.

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COMPARATIVE STUDY OF RESOURCE AVAILABILITY AND UTILIZATION IN PRIVATE AND PUBLIC UNIVERSITIES IN EDO STATE: IMPLICATION FOR EDUCATIONAL PLANNING

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Abstract

This study was an investigation on resource availability and utilization in private and public universities in Edo state. The study specifically examined the extent to which human resources, material resources and physical resources are available and the extent they are utilised in private and public universities in Edo state. To achieve the purpose of the study, five research questions with their corresponding hypotheses were raised to guide the study. The hypotheses were tested at 0.05 alpha level of significance. The study adopted the descriptive research design. The population of the study consisted of 2,826 lecturers from all the private and public universities within Edo state. The sample size was 282 lectures representing 10% of the total population which were randomly selected from the population of the study. The instrument used in this study was a checklist titled Resource Availability and Utilization in private and public universities in Edo state. The independent sample t- test was used in analyzing the data collected with the checklist. The findings from the study showed that; there was no significant difference between availability of

human resources, material resources, physical and resources in private and public universities in Edo state; and there was a significant difference between utilization of educational resources in private and public universities in Edo state. Based on the findings of the study it was recommended that the government should make provision for adequate educational resources especially in public universities in order to enable all educational institutions carry out their functions more efficiently and effectively

Key Words: Educational resources, resource availability and utilization, public and private Universities, implication for Educational Planning

Introduction

The cardinal aim of any educational institution is to achieve set goals and objectives of the institution. To achieve this, institutions must be well equipped with educational resources. Educational resources are central to the educational process because they play an important role in the achievement of educational goals and objectives since they facilitate teachers' work and accelerate teaching and learning in schools. Educational resources can be categorized into four groups namely, human, material, physical and financial resources. Akinsanya (2010) asserted that educational resources are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning in schools. Educational resources are classified into two; "indirect" teaching facilities (learning resources) such as classrooms, libraries, laboratories, workshops, school buildings, play fields, school fans, gardens, electrical fixtures, the school environment, toilet facilities and portable power. Direct facilities includes equipment, computers, textbooks, school records, writing materials, chalkboards, teaching aids and so on. These Educational resources are not only useful in the teaching and learning process but enhance learning outcomes. The foregoing lays bare the indispensability of educational resources in achieving the goals of education at any level, particularly tertiary education.

There are various resources that can be used in the school environment. Some of these are; Physical resources such as school building, classroom, school plants, laboratories, libraries etc; human resources such as teachers, students and supporting staff; material resources such as laboratory equipment and chemicals, teaching aids, bulletin board, etc; financial resources such as school finance and allocation of funds

Availability of material resources in schools is an important factor that enhances quality education. This implies that the importance of adequate provision of resources in teaching and learning cannot be over-emphasized. The first obligation of an educational institution is planning of instruction resources which include identifying specific expectations or learning outcomes, selecting appropriate instructional materials to foster these expectations or outcomes, and organizing learning experiences into a coherent, reinforcing sequence. The teachers plan the use of available instructional resources to foster effective teaching and learning in the school. Planning resources in school includes the following: Identifying the material resources to be used to foster instruction, accurately estimate time, and effort required to complete a task, identify, and organize systems and required resources, organize personal time to carry out responsibilities.

Ugwuanyi (2013) explains utilization as the use of available services at the individual's disposal. From the National Policy on Education (2004) it could be observed that one of the objectives of education is to make learning permanent. According to him the utilization of educational materials in teaching is a sure way of achieving this objective. The process of managing and organizing resources for teaching and learning is referred to as resource utilization. Resources utilization has to do with the extent to which facilities provided to schools, are used to achieve school objectives. When item of equipment is maximally used such equipment is effectively utilized. If the equipment is not maximally used it can be said to be underutilized.

Most educational institutions in Nigeria today are faced with the issue of unavailable resources ranging from human, material, physical and financial resources. More so in cases where these resources are available

the resources are not adequately utilized. Reviews of the current educational facilities in Nigeria by different scholars have showed that unavailability and utilization of resources have long been a major education shortcoming. Unavailability of resource materials is one of the challenges facing the success of Universities in Nigeria today. This is because while some have well equipped human or non-human resources for functional teaching and learning others are poorly equipped and this affects the attitude of the students towards learning. Chiriswa (2002) noted that functional teaching or learning depends on good allocation of both human and non-human school resources which enhance good performance in school. It is in view of the following challenges that this study seeks to examine the availability and utilization of resources in private and public universities in Edo state.

Lawal and Olumuyiwa (2017) conducted a Comparative Study of Students' Access to and Utilization of Learning Resources in Selected Public and Private Universities in Southwest, Nigeria. Stratified random sampling technique was used to select 585 (295 public and 290 private) students from 12 (six public and six private) universities in southwest Nigeria. Two structured questionnaires were used as instrument to collect data for the study. Frequency counts and simple percentages were used to analyse the data while t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed a significant difference between public and private universities in terms of access to learning resources while there was no significant difference between public and private universities in the utilization of some learning resources. The study recommended that public universities should endeavour to provide more learning resources in their institutions while university authorities should ensure that learning resources that are provided are adequately utilised by students.

Olayemi (2012) carried out a study titled Human Resource Situation in Nigerian Universities: A Case Study of Ekiti State University, Ado-Ekiti. The study examined the human resource situation in Nigerian universities, using Ekiti State University as a case study. The research design used was a descriptive survey type. The population and sample consisted of all the academic staff of the university under investigation. The findings showed that the university under consideration fair very well

in terms of academic staff in professorial cadre, considering NUC requirement but its however bottom heavy in terms of academic staff mix. Majority of academic staff in Ekiti State University are in the cadre of lecturer I downward with the 65.1% of the entire academic staff falls into this category; which did not meet up with National Universities Commission (NUC) ideal recommendation of only 45%. Based on this, it was therefore recommended among others that more academic staff of the senior cadre should be recruited to the Nigerian universities to remedy the short fall in the system and so as to equally adhere strictly to NUC standard of lecturer/student ratio in order to ensure quality.

Osarenren and Irabor (2012) carried out a study to access the availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigerian Public Universities. Three research questions were raised to guide the study. The instruments used to collect data were the questionnaire and checklist. The data was analyzed using the mean statistics, percentage and t-test. The findings of the study revealed that: the human and material resources on ground for the teaching and learning of skill-based courses in Nigerian public Universities did not match the minimum standard requirement recommended by the National Universities Commission. The study recommended that government, non-government organization and good citizens should ensure to provide the needed human and material resources to help in the production of skilled graduates for national development.

Akinfolarin, Ajayi and Oloruntegbe (2012) did an appraisal of resource utilization in Vocational and Technical Education in Selected Colleges of Education in Southwest Nigeria. The descriptive research of the survey type was used. The sample for the study was made up of 1,040 which in turn was made up of 40 heads of department: 200lecturers and 800 students. The subjects were selected using stratified, purposive and simple random sampling techniques. Stratified random sampling technique was used to select eight (8) colleges of education in the southwest Nigeria. (3 Federal and 5 States). Purposive sampling technique was used to select the heads of department; simple random sampling technique was used for lecturers and the students in school of Vocational and Technical Education in Southwest of Nigeria. Questionnaire and

inventory were the instruments used for this study. Data were analysed using percentages means and standard deviation. The result showed that most of the required resources in Vocational and Technical Education were unavailable, inadequate, and unutilized.

Chukwuka (2015) investigated Availability and Utilization of Learning Resources in Tertiary Institution in Enugu State of Nigeria. The study investigated the availability and utilization of learning resources in tertiary institutions in Enugu State of Nigeria. Adopting a survey research design, one hundred and fifty (150) academic staff and one hundred and twenty (120) academic staff of the University of Nigeria, Nsukka (UNN) and Enugu State University of Science and Technology (ESUT) respectively were randomly drawn for the study. The results from the findings of the study indicated to a little extent there was availability and utilization of learning resources in tertiary institutions in Enugu State. The study further recommended amongst others that the government and school administrators should provide adequate learning resources in tertiary institutions in Enugu State, to ensure quality teaching and learning and the production of high level manpower ready for today's and future challenges.

Saka and Aliyu (2017) carried out a study to investigate human and material resource availability and needs of Undergraduate programme in university of technology-based Library schools in Nigeria. The study was conducted to determine the availability and needs of both human and material resources for undergraduate programme in Universities of Technology mounting librarianship in Nigeria. Five research questions guided the study and include variables such as ranks and status of academic staff, non-academic staff, physical facilities and information resources, lecturer: students and computer student ratio and resource needs of undergraduate programmes. Survey research method and heads library schools in universities of technology were used for the study. The instrument used in the study was a questionnaire. Simple tabulation was used in the analysis of data collected by ranked order. Results showed inadequacy in the areas of academic staff, departmental libraries, and computers in computer laboratories with teaming undergraduate students' population as well as absence of classification/cataloguing/indexing laboratories in three of the surveyed library schools. The implication was

that with the gross inadequacies of academic staff, departmental libraries, computer, and cataloguing/indexing/classification laboratories; the library schools are likely to produce half-baked graduates with possession of low level of technical and information technology skills. In order to meet up with the resource needs of undergraduate programme, the study recommended amongst others that library schools should attract academic staff on senior lecturer and professorial cadre either full time or part-time appointment.

Purpose of the Study

This study purpose of this study is to investigate extent of:

1. human resources available in private and public universities in Edo State.
2. material resources available in private and public universities in Edo state
3. physical resources available in private and public universities in Edo state
4. educational resources being utilized in private and public universities in Edo state.

Research Hypotheses

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

1. There is no significant difference between availability of human resources in private and public universities in Edo state.
2. There is no significant difference between availability of material resources in private and public universities in Edo state.
3. There is no significant difference between availability of physical resources in private and public universities in Edo state.
4. There is no significant difference between the utilization of educational resources in private and public universities in Edo state.

Methodology

A descriptive research design was adopted for this research work.

The design is appropriate for this work in helping to determine the extent of availability and utilization of human, material, and physical and

financial resources in private and private universities. The population of the study was all eight (8) universities in Edo state with a total number of 2,820 lecturers. This includes three public universities and five private universities within Edo State. The sample size for this study comprised of 166 lecturers from public universities and 122 from private universities in Edo State making a total of 282 lecturers which was selected using the simple random sampling procedure. This technique was used in selecting 282 lecturers from the entire population of 2826 representing 10% of the entire population. A structured checklist titled “Resource Availability and Utilization in Private and Public Universities Checklist (RAUPSUC) was adopted as the instrument for data collection. The respondents were lecturers of the universities. The checklist consists of two sections, A and B. Section A had items that seek demographic information on the respondents’ characteristics. Section B contained items that sought to know each respondent’s view on Resource availability and utilization in private and public universities in Edo state. A five-point Likert scale was used to measure the level of availability and utilization.

The data collected was analyzed using the Mean (\bar{X}) and Standard Deviations (SD). The Standard Deviation was used to determine the extent to which the responses were clustered to or deviated from the mean responses. Regarding the decision rule, any calculated mean equal or greater than 2.50 is regarded as high extent, while any mean lesser than 2.50 is regarded as low extent. Furthermore, any standard deviation value between the range of .00 and .96 indicated that the responses are very close in terms of their agreement. The probability value (p) was used in taking the decisions regarding the hypothesis. If the p-value is less than or equal to 0.05 the null hypothesis was rejected, and if otherwise, the null hypothesis was retained.

Results

Hypothesis one: There is no significant difference between availability of human resources in private and public universities in Edo state. The summary of the result is presented in table 1

Table 1: Summary of Independent sample t-test statistics showing mean difference on the availability of human resources in private and public universities in Edo State

University	N	Mean	SD	T	df	p-value	Decision
Public	160	23.68	6.87	6.29	280	0.85	Accept
Private	122	18.77	5.94				

The information in table 1 showed that human resource available in public universities had a mean score of 23.68, with a standard deviation of 6.87 while human resources available in private universities had a mean score of 18.77 with a standard deviation of 5.94. The table also showed that the t-value (6.29) is not significant with a p-value (0.85) which is higher than the alpha level of (0.05). This implied that no significant difference exists between the mean ratings of respondent on the extent of availability of human resources in private and public universities in Edo state. Hence, the null hypothesis which states that there is no significant difference between availability of human resources in private and public universities in Edo state is accepted.

Hypothesis Two: There is no significant difference between availability of material resources in private and public universities in Edo state

Table 2: Summary of Independent sample t-test statistics showing mean difference on the availability of material resources in private and public universities in Edo State

University	N	Mean	SD	T	df	p-value	Decision
Public	160	27.30	7.65	2.64	280	0.05	Reject
Private	122	29.59	6.55				

The information in table 2 showed that material resources available in public universities had a mean score of 27.30, with a standard deviation of 7.65 while material resources available in private universities had a mean score of 29.59 with a standard deviation of 6.55. The table also showed that the t-value (2.64) is significant with a p-value (0.05) which is equal to the alpha level of (0.05). This implied that a significant difference exist between the mean ratings of respondent on the extent of availability of material resources in private and public universities in Edo state. Hence,

the null hypothesis which states that there is no significant difference between availability of material resources in private and public universities in Edo state is not accepted.

Hypothesis Three: There is no significant difference between availability of physical resources in private and public universities in Edo state.

Table 3: Summary of Independent sample t-test statistics showing mean difference on the availability of physical resources in private and public universities in Edo State

University	N	Mean	SD	T	df	p-value	Decision
Public	160	17.08	4.71	-5.97	280	0.00	Reject
Private	122	20.16	3.68				

The information in table 3 showed that physical resources available in public universities had a mean score of 17.08, with a standard deviation of 4.71 while physical resources available in private universities had a mean score of 20.16 with a standard deviation of 3.68. The table also showed that the t-value (-5.97) is significant with a p-value (0.00) which is lower than the alpha level of (0.05). This implied that a significant difference exist between the mean ratings of respondent on the extent of availability of physical resources in private and public universities in Edo state. Hence, the null hypothesis which states that there is no significant difference between availability of physical resources in private and public universities in Edo state is not accepted.

Hypothesis Four: There is no significant difference between utilization of educational resources in private and public universities in Edo state.

Table 4: Summary of Independent sample t-test statistics showing mean difference on the utilization of educational resources in private and public universities in Edo State

University	N	Mean	SD	T	df	p-value	Decision
Public	160	85.75	13.73	0.53	280	0.04	Reject
Private	122	86.58	11.47				

The information in table4 showed that educational resources being utilized in public universities had a mean score of 85.75, with a standard deviation of 13.73 while educational resources being utilized in private universities had a mean score of 86.58 with a standard deviation of 11.47. The table also showed that the t-value (0.53) is significant with a p-value (0.04) which is lower than the alpha level of (0.05). This implied that a significant difference exist between the mean ratings of respondent on the extent of utilization of educational resources in private and public universities in Edo state. Hence, the null hypothesis which states that there is no significant difference between utilization of educational resources in private and public universities in Edo state is not accepted.

Discussion of Findings

The first findings of this study revealed that there is no significant difference between availability of human resources in private and public universities in Edo state. The findings is contrary to the findings of Osarenren and Irabor (2012) investigated the Availability and Adequacy of Human and Material Resources for the Teaching and Learning of Skill-based Courses in Nigeria Public Universities. The study was carried out to access the availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigerian Public Universities. The findings of the study revealed that a significant difference exist between human and material resources and the teaching and learning of skill-based courses in Nigeria public universities. The finding of the study further showed that the human and material resources on ground for the teaching and learning of skill-based courses in Nigerian Public Universities did not match the minimum standard requirement recommended by the National Universities Commission. The explanation for such findings could

be attributed to lack of material and human resources to teach such courses or better still our curriculum is still largely theoretical.

This finding agrees with the findings of Olayemi (2012) who carried out a study titled Human Resource Situation in Nigerian Universities: A Case Study of Ekiti State University, Ado-Ekiti. The study examined the human resource situation in Nigerian universities, using Ekiti State University as a case study. The finding showed that there is no significant difference between available human resources and students' performance in Nigeria universities. However, the findings also revealed that the university under consideration fair very well in terms of academic staff in professorial cadre, considering NUC requirement but its however bottom heavy in terms of academic staff mix. Majority of academic staff in Ekiti State University are in the cadre of lecturer I downward with the 65.1% of the entire academic staff falls into this category, which did not meet up with National Universities Commission (NUC) ideal recommendation of only 45%.

The second finding of this study revealed that there is a significant difference between availability of material resources in private and public universities in Edo state. This finding agrees with the finding of Chukwuka (2015) who carried out an investigation on the Availability and Utilization of Learning Resources in Tertiary Institution in Enugu State of Nigeria. The study investigated the availability and utilization of some learning resources in tertiary institutions in Enugu State of Nigeria among which were human resources and materials resources. The results of the study indicated that there is a little extent of availability and utilization of learning resources in tertiary institutions in Enugu State especially material resources. The study further showed that there is a significant difference between availability and utilization of learning resources in tertiary institution in Enugu state of Nigeria. This finding also agrees with the findings of Sarenren and Irabor (2012) who carried out a study to investigate human and material resource availability and needs of Undergraduate programme in university of technology-based Library schools in Nigeria. .

The third finding of this study indicated that there was a significant difference between availability of physical resources in private and public

universities in Edo state. This finding is contrary to the findings of Amadi and Ezeugo (2019) that carried out a study on Physical Resources Availability and the academic performance of students in the Universal Basic Education scheme. The findings revealed that there was a significant difference between physical resources availability and the academic performance of students in universal basic education scheme the findings also showed that both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities, security, among others for teaching and learning to take place. This finding however corroborates with the findings of Lawal and Lesi (2021) that carried out a study on Availability and Utilization of Physical Resources in Senior Secondary Schools in Kogi State. The findings of the study showed that there was a significant difference between availability of physical resources and the academic performance of secondary school students in Kogi State. The finding also revealed that physical facilities needed for the attainment of the sustainable development goal were available but poorly utilized in some schools in Kogi state. The last finding in this study revealed that there is a significant difference between utilization of educational resources in private and public universities in Edo state. This finding is contrary to the findings of Lawal and Olumuyiwa (2017) who conducted a Comparative Study of Students' Access to and Utilization of Learning Resources in Selected Public and Private Universities in Southwest, Nigeria. The findings revealed that a significant difference exist between public and private universities in terms of access to learning resources while there was no significant difference between public and private universities in the utilization of some learning resources. This implied that learning resource provided to students were insufficient for learning, were not adequately utilized in both private and public universities.

Conclusions

Based on the findings of this study it can be concluded that there was no significant difference between availability of human resources in private and public universities in Edo state. This showed that the differences which exist between availability of human resource in private and public school

was not statistically significant. The findings also showed that a significant difference in favor of the private universities exist between availability of material resources in private and public universities in Edo state. Furthermore, the findings revealed that a significant difference also exist between availability of physical resources in private and public universities in Edo state. However, there was no significant difference between availability of financial resources in private and public universities in Edo state

Implication for Planning

The findings of this study have implication for planners of education. Planning is future oriented that is It comes before doing. Therefore, in areas where there was low utilisation or unavailability of resources whether human, material, or financial, it means planners of education should pay more attention to these areas during planning and proffer solutions to avoid wastage in terms of under utilisation. And make sure that the facilities needed for effective teaching and learning are made available. Also, adequate data should be used in planning. This can solve the problem of under utilization or over utilisation because the number of students will determine what facilities will be provided.

Recommendations

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

- 1 The government should make provision for adequate educational resources especially in public universities in other to enable all basic educational institutions carry out their functions more efficiently and effectively.
- 2 Authorities in public and private universities should ensure the adequate utilization of resources/facilities at their disposal by students to enhance teaching-learning situation in their institutions. Added to this the necessary human resources with the technical knowhow on the use of some of the equipments should be employed. Also, the obsolete equipments should be replaced with modern equipment for effectiveness.

- 3 Policy makers and educational planners must have good picture of resource situation in the Nigerian universities, to help them make intelligent policy decisions that can help the nation's future graduates and consequently help the growth of the country.
- 4 The National Universities Commission and school administrators should ensure that lecturers and other academic/non-academic staff be given training workshop on improvisation to update their techniques and also attend conferences, seminars and workshops on educational resources, utilization and management.
- 5 Universities lecturers should be encouraged to commit themselves into the effective use of material resources in all their instructional delivery.
- 6 Universities, especially public universities, should endeavour to provide more learning facilities/resources in their institutions and ensure that the resources so provided are made accessible to the students.
- 7 More human resources should be made available in both private and public universities in Edo state.

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SCHOOL FACILITIES AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ZONE C SENATORIAL DISTRICT OF BENUE STATE, NIGERIA

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Abstract

The study investigated the influence of the management of school facilities and students' academic performance in secondary schools in Zone C Senatorial District of Benue State. Two research questions guided the study and two hypotheses were tested for the study. The descriptive survey design was adopted for this study. The population of the study was 1,224 teachers from 98 public secondary schools in the study area. A sample of 300 teachers representing 21% of the total numbers of teachers and 20 public secondary schools representing 20% of the schools was selected purposive sampling technique. Questionnaire titled

“Management of Facilities and Students’ Academic Performance Questionnaire” (MFSAPQ) was used for data collection. It contained 10 items which elicited information on management of school facilities and students’ academic performance. The instrument was built on a modified four-point Likert scale with a response mode of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1). The instrument was validated by three experts from Department of Educational Management, Faculty of Education, Benue State University, Makurdi for validation. The reliability of the instrument was conducted on 30 teachers using Cronbach Alpha and reliability coefficient of 0.89 was ascertained. Mean and Standard Deviation was used to answer the research questions using a cut-off point of 2.50 for decision-making. Chi-square (χ^2) was used for testing the hypotheses at 0.05 alpha level of significance. Findings of the study showed that sporting and library facilities have significant positive influence on students’ academic performance. It was recommended that school managers should ensure that sporting and libraries facilities in their schools are well managed in order to improve students’ academic performance.

Key Words: Management, sporting facilities, library facilities, students’ academic performance

Introduction

Generally, in the whole world, particularly in Nigeria, education has been considered to be the corner-stone for development. It forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards achievement of societal goals and hence essential for human survival (FRN, 2013). Every society has seemingly devised systems of education suited to their own needs and aspirations. This is because education forms the bedrock in the development of any society (Okotie, Omolabi & Anower, 2010). Education influences the trend of the socio-political and economic development of society and it is in turn influenced by the internal dynamics of the society. However, for this to be achieved there must be improved students’ academic performance. This may perhaps be due to

the fact that students' academic determines the success or failure of an education system. Ibrahim (2011) sees students' academic performance as the outcome of education, the extent to which a student has achieved his/her educational goals or how well a student meets standards set out by government and institutions. Michelle (2014) sees academic performance as the ability to study effectively, how facts fit together and form larger patterns of knowledge, being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper.

There is a growing concern among education stakeholders in public secondary schools in Nigeria, Benue State particularly in Zone C Senatorial District that in recent years, students' academic performance seems to be declining. The seemingly declining trend of students' academic performance may be as a result of many factors including management of school facilities. Management according Abdulkareem (2014) is the process of designing and maintaining an environment in which individuals working together in groups effectively accomplish selected aims. Ker and Oluwole (2010) look at management as the art of guiding the activities of a group of people towards the achievement of a common goal. They added that the essence of management is to known in clear terms where an organization is coming from, where it is going and taking the necessary steps to get there proficiently.

School facilities on the other hand is usually defined to include the site, the buildings, equipment and all facilities, of a school, or the controlled environment which facilitates the teaching/learning process while at the same time protecting the physical well-being of the occupants (Adeola & Papoola, 2011). School facilities or plant may also include the site, buildings and the equipment. Omotere (2013) maintains that school facilities embraces permanent and semi-permanent structures as well as items such as machines, laboratory equipment, workshop tools and chalkboard, sporting equipment and libraries. These facilities may positively influence on students' academic performance if they are well managed but if they are not well and effectively managed, they may negatively affect students' academic performance leading to poor achievement of secondary education objectives.

Within a school system there are many facilities including sporting facilities. According to Akisanya (2010) facilities, equipment,

supplies are of the utmost importance in conducting a comprehensive programme on physical education which improves students' academic performance in schools. Sporting facilities include all the facilities or equipment that facilitate sporting activities in the school system such as football, handball, football field, volleyball court, table tennis court and many others (Compbell, 2012). Other sporting facilities include, boots, bats and rackets. These facilities according to Compbell need to be stored in a conducive place and issued out to sports students with records. There is a saying that "all work and no play make Jack a dull boy". If the pupils are to receive an all-round education, the school need to provide sporting facilities and the pupils must be encouraged to use them. This is important for the fact that games and sports help the pupils to develop not only physically but also socially and morally as well (Onwurah, 2012).

The school library according to Ahenga (2013) is the academic life-wire of the school. It is the centre of school activities for both teachers and students. Ahenga also notes that, the contribution of the school library to the effective teaching and learning is obvious. It is the central laboratory of the whole school, which stocks books in all subject areas plus non-book materials, which in all, related to all disciplines. Library facilities are those facilities in the library that enhances teaching and learning in a school system (Makuwi, 2009). These facilities must be properly managed to offer library services to both teachers and students else, students' academic performance may not be better. Some secondary schools especially Zone C Senatorial District of Benue State, Nigeria have no provision for library facilities. May be due to high cost of books and other materials, most proprietors and school managers seem to be unable to furnish the available rooms which have been designated as a school library. Idoko (2008) notes that where students are not access to good libraries, their academic performance is negatively affected but where there are good library facilities accessible to students their learning enhances and consequently improved academic performance. It is based on this background that the researcher investigated into the influence of the management of school facilities and students' academic performance in secondary schools in Zone C Senatorial District of Benue State.

Students' academic performance has become one of the major concerns of education stakeholders such as government, principals, teachers and students in recent times. This may be due to the growing need for quality education especially in secondary schools. Despite quality teaching and learning taking place in secondary schools in Nigeria and Benue State in particular, the public secondary schools in Zone C Senatorial District of Benue State seems to experience poor students' academic performance in the recent past years. Statistical evidence is limited but the observation by the researcher indicates that many principals and parents as well as the general public decried of the declining trend of students' academic performance in the study area. This may be due to ineffective management of schools facilities such as sporting and libraries.

Management of school facilities seem to ineffective and this seems to result in lack of sporting facilities like, football, handball, football field, volleyball court, table tennis court, boots, bats and rackets in many schools. Also, there is lack or shortage of library facilities such as books, online public access catalogue, opening reading area, circulation counter and self-check machine. This has created a lot of worries as it appears that it may negatively affect students' academic performance in public secondary schools in the study area. It is on this background that the researcher investigated the influence of management of school facilities on students' academic performance in secondary schools in Zone C Senatorial District of Benue State, Nigeria.

Purpose of the Study

The purpose of the study was to investigate the influence of management of school facilities on students' academic performance in public secondary schools in Zone C Senatorial District of Benue State, Nigeria. The study specifically sought to:

1. Find out the influence of management of sporting facilities on students' academic performance in public secondary schools.
2. Ascertain the influence of management of library facilities on students' academic performance.

Research Questions

The following research questions guided the study.

1. What is the influence of management of sporting facilities on students' academic performance in public secondary schools?
2. What is influence of management of library facilities on students' academic performance?

Hypotheses

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

1. Management of sporting facilities has no significant influence on students' academic performance in public secondary schools.
2. Management of library facilities has no significant influence on students' academic performance.

Methodology

The descriptive survey design was adopted for this study. The design sought to describe and document what exists, the present status of existence or absence of what is been investigated (Ali, 2008). The area of study is confined to Zone C Senatorial District of Benue State. The population of the study was 1,224 teachers from the existing ninety-eight 98 government and grant aided secondary schools in Zone C Senatorial District of Benue State, Nigeria (Teaching Service Board, 2016). A sample of 300 teachers representing 21% of the total numbers of teachers and 20 public secondary schools representing 20% of the schools were selected. Purposive random sampling technique was used to select the sample of teachers. A self-structured questionnaire titled "Management of Facilities and Students' Academic Performance Questionnaire" (MFSAPQ) was used to collect data for the study. The questionnaire contained 20 items which elicited information on management of school facilities and students' academic performance. The instrument was built on a modified four-point Likert scale with a response mode of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). The instrument was validated by three experts from Department

of Educational Foundations, Faculty of Education, Benue State University, Makurdi. The reliability of the instrument was conducted on 30 teachers who were not part of the sample but part of the population using Cronbach Alpha statistics and reliability 0.89 coefficient was obtained. The descriptive statistics of Mean and Standard Deviation was used to answer the research questions. A cut off point of 2.50 was used for decision-making arising from the analysis. Mean response from 2.50 and above were accepted while those below 2.50 were not accepted as having influence. Chi-square (χ^2) was used in testing the hypotheses at 0.05 alpha level of significance.

Results

The results and discussion are presented as follows.

Research Question 1

What is the influence of management of sporting facilities on students' academic performance in public secondary schools?

Table 1: Mean Rating and Standard Deviation of Respondents on Influence of Management of Sporting Facilities on Students' Academic Performance in Public Secondary Schools

Item No	Item Description	N	Mean	SD	Decision
1	Sports and games can improve students' learning in secondary schools which affects students' performance.	300	3.10	0.98	Agree
2	Managing sporting facilities enhances effective and efficient utilization which improves students' academic performance.	300	3.20	0.88	Agree
3	A well-maintained field would make sports activities easy and enhances students' academic performance.	300	3.20	0.88	Agree
4	Availability and management of sporting facilities will improve students' readiness to learn.	300	3.30	0.80	Agree
5	Constant repair of sporting facilities provides students with sports activities and these will boost brain alertness to learn well.	300	3.31	0.80	Disagree
Cluster Mean and Standard Deviation			3.22	0.87	Agree

Source: Research Fieldwork (2023)

Table 1 showed that the respondents' rating of items 1, 2, 3, 4 and 5 are 3.10, 3.20, 3.20, 3.31 and 3.30 with the corresponding standard deviations of

0.98, 0.88, 0.88, 0.80 and 0.80 respectively. Based on the cutoff point of 2.50, the respondents agreed that sports and games can improve students' learning in secondary schools which affects students' performance. Managing sporting facilities enhances effective and efficient utilization which improves students' academic performance. A well-maintained field would make sports activities easy and enhances students' academic performance. Availability and management of sporting facilities will improve students' readiness to learn. The respondents also agreed that constant repair of sporting facilities provides students with sports activities and these will boost brain alertness to learn well. The cluster Mean of 3.22 with the standard deviation of 0.87 was rated above the cut-off point of 2.50. This indicated that management of sporting facilities has influence on students' academic performance in public secondary schools.

Research Question 2

What is the influence of management of library facilities on students' academic performance in public secondary schools?

Table 2: Mean Rating and Standard Deviation of Respondents on Influence of Management of Library Facilities on Students' Academic Performance in Public Secondary Schools

Item No	Item Description	N	Mean	SD	Decision
6	Provision of adequate furniture and books in the school library improves students' ability to learn and in turn enhances academic performance.	300	3.40	0.70	Agree
7	Clean environment in and out of a library aids students' ability in reading and improve academic performance.	300	3.20	0.90	Agree
8	Poor library management leads to poor reading culture and poor students' academic performance.	300	3.30	0.80	Agree
9	Availability of library facilities facilitates teaching and learning and thus improving students' academic performance.	300	3.20	0.80	Agree
10	A well-stocked library with relevant books and none-books materials encourages students to learn, improves teaching and enhances students' academic performance.	300	3.30	0.60	Disagree
Cluster Mean and Standard Deviation			3.22	0.87	Agree

Source: Research Fieldwork (2023)

Table 2 showed that the respondents' mean ratings of items 5 to 10 are 3.40, 3.20, 3.30, 3.20 and 3.30 with the corresponding standard deviations of 0.70, 0.90, 0.80, 0.60 and 0.80. The five items mean ratings are far above the cut-off point of 2.50 which showed that, the respondents agreed that provision of adequate furniture and books in the school library improves students' ability to learn and in turn enhances academic performance. Clean environment in and out of a library aids students' ability in reading and improve academic performance. Poor library management leads to poor reading culture and poor students' academic performance. Availability of library facilities facilitates teaching and learning and thus improving students' academic performance. The respondents also agreed that a well-stocked library with relevant books and none-books materials encourages students to learn, improves teaching and enhances students' academic performance. The cluster mean of 3.28 with the standard deviation of 0.80 was above the cut-off point of 2.50. This implied that management of library facilities influences students' academic performance in public secondary schools.

Hypothesis One: Management of Sporting facilities has no significant influence on students' academic performance in public secondary schools.

Table 3: Chi-Square Test of the Influence of Management of Sporting Facilities on Students Academic Performance in Secondary Schools

Response	Observed Frequency	Expected Frequency	df	Level of Sign.	X ² cal	X ² tab	Decision
No influence	75(25%)	150(50%)	1	0.05	11.35	3.84	Significant
Influence	225(75%)	150(50%)					

Values in parentheses are percentages (X² = 11.35, df = 1, p = 0.05 > 0.00)

Table 3 showed that 75% of the respondents agreed that management of sporting facilities has positive influence on students' academic performance as against 25% of respondents who disagreed. The Table also showed that the chi-square calculated value of 11.35 is greater than the chi-square tabulated value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was not accepted. This implies that management of sporting facilities has significant positive influence on students' academic performance in public secondary schools.

Hypothesis Two: Management of library facilities has no significant influence on students’ academic performance in public secondary schools.

Table 4: Chi-Square Test of the Influence of Management of Library Facilities on Students Academic Performance in Secondary Schools

Response	Observed Frequency	Expected Frequency	df	p-value	X ² cal	X ² tab	Decision
No influence	40(13%)	150(50%)	1	0.05	13.30	3.84	Significant
Influence	260(87%)	150(50%)					

Values in parentheses are percentages ($X^2 = 11.35, df = 1, p = 0.05 > 0.00$)

Table 4 showed that t 87% of the respondents agreed that library management has positive influence on students’ academic performance as against 13% of respondents who disagreed. The Table also showed that the chi-square calculated value of 13.30 is greater than the chi-square tabulated value of 3.84 checked at 0.05 level of significance and at 1 degree of freedom. The null hypothesis was not accepted. This implies that management of library facilities has significant positive influence on students’ academic performance in public secondary schools.

Discussion of Findings

The findings of the study showed that management of sporting facilities has significant positive influence on students’ academic performance in public secondary schools. This finding agreed with Akisanya (2010) who opined that facilities, equipment, supplies are of the utmost importance in conducting a comprehensive programme on physical education which improves students’ academic performance in schools. The finding also agreed with Onwurah (2012) who noted that games and sports help the pupils to develop not only physically but also socially and morally as well.

The findings also showed that management of library facilities has significant positive impact on students’ academic performance. The finding is in line with Idoko (2008) who notes that where students are not access to good libraries, their academic performance is negatively affected but where there are good library facilities accessible to students their learning enhances and consequently improved academic performance.

Conclusion

Based on the findings it was concluded that management of sporting and library facilities have significant positive influence on students' academic performance in public secondary schools in Zone C Senatorial District of Benue State, Nigeria.

Recommendations

Based on the findings, the following recommendations were made.

1. Government and secondary school managers should make sure not only to have sporting facilities but to manage them effectively.
2. School managers are advised to ensure that the libraries in their schools are adequately stocked with current books and are well managed.

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FACTORS RESPONSIBLE FOR COHABITATION AMONG YOUTHS AS PERCEIVED BY STUDENTS OF UNIVERSITY OF ILORIN

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Abstract

Cohabitation is an intimate sexual union between two unmarried partners, who share the same living quarter for a sustained period of time. Hence, the study investigated factors responsible for cohabitation among youths as perceived by students of University of Ilorin. The research design that was adopted for the study is the descriptive survey method. The population for this study comprises all the 44,566 undergraduates at the University of Ilorin, while the target population for the study comprises 24,935 students of the selected Faculties. A total of 200 students constitutes the sample of this study. The instrument used for collection of the relevant data for this study was a 20-item structured questionnaire entitled; factors responsible for cohabitation among youths. The instrument was validated with a reliability coefficient of 0.65 after a test re-test using PPMC at 0.05 alpha level. The findings of this study revealed that reducing occurrence of loneliness, improving the academic performance of the cohabitants, it is morally acceptable, it encourages peer reading/study, it goes against the spiritual principle of purity among others are the common factors responsible for cohabitation.

Also, there were significant differences in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their faculty, gender, and level while there was no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their age bracket. Based on the findings of the study, it was recommended that; government should support the university management in providing sufficient accommodations for the students, and parents should make sure that they are monitoring the activities of their children to avoid the danger of cohabitation.

Keywords: Factors, Cohabitation, Youths, Students.

Introduction

Students need comfortable accommodation in the universities for them to study hard and pass their examinations. The original idea of hostel accommodation was to provide a more conducive academic atmosphere for students. As a result, the first generation Universities built beautiful hostels, befitting the image of undergraduate and postgraduate students. Students' population then was within control. In some of the hostels, two or a maximum of three students occupied a room (Guardian, 2004). Abubakar (2007) noted that students are supposed to be accommodated one per room and where two or more students share a room, it often leads to conflict among them.

Nigerian University students presently live under horrible condition on campus. Their accommodation is believed to be so bad and insanitary, congested and over-crowded impeding the capability to learn effectively (Adegboyega, 2019). A room with two wardrobes, which used to be allocated to two students in the past, now accommodates six students. Yet in such arrangement, not more than 40% of the students get official accommodation (Otobo, 2002).

Okebukola (2004) opined that in some rooms in Federal and State Universities, fifteen students shared space meant for five. In some Universities, 24 students stayed in one big room originally meant for 10 students. The number of occupants rose because students frequently squat their friends or relations who would reciprocate such actions in later years.

Thus rooms are often choked up with wears, buys and beguiles, resulting in less space for chairs and desks, making the rooms inadequate for personal study. Edukugho (2006) claimed that 80% of University student population lives outside the campuses with many students becoming victims of shylock landlords and hostile communities, and persistently in bloody confrontation with host indigenes. Ten students or more living in a room is bad enough even in private hostels. Edukugho observed that students' welfare was still a far cry as many of them lived in filthy, congested hostels which denies the students their comfort and privacy. Idachaba (2007) opined that over bloated admission of students into Nigerian Universities result in acute shortage in students' accommodation which makes them live in over-crowded rooms.

According to Bacharach and Okho (2000), cohabitation is an intimate sexual union between two unmarried partners, who share the same living quarter for a sustained period of time. Cohabitation, according to Bower and Christopherson (2017), is a union of persons of the opposite sex living together but not married. An increase in the acceptability of cohabitation can be viewed as evidence of the weakening social norms related to marriage, known as de-institutionalization of marriage (Bumpass & Lu, 2012). Cohabitation was obscure and even taboo throughout the nineteenth century and until the 1970's non-marital unions have become common because the meaning of the family has been altered by individualistic social value which has progressively matured since the late 1940's (Ogunsola, 2004).

Student's cohabitation has attracted a lot of policy and academic researches and debates in recent times. Students in higher educational institutions are experiencing a critical situation in terms of higher tuition fees and other associated college costs related to facilities and services provision, especially on-campus accommodation (Aluko, 2009). A number of challenges may exist within or outside the educational institutions that predisposes students to cohabitation (Oweh, 2013; Peretomode & Ugbomeh, 2013).

However, a crucial aspect of these problems in tertiary institutions as related to this study is insufficient accommodation for students within the campus premises. In Nigeria, about two decades ago the number of

University students increased eightfold from 55,000 in 1980 to more than 400,000 in 2002; and 1,100,000 in 2021 (Agbola & Hanat, 2001; Bollag, 2002; Adegboyega, 2019).

Therefore, majority of students in second to penultimate years of studies are forced to live off-campus in communities adjoining their institutions (Onyike & Uche, 2010; Aluko, 2011; Arisukwu, 2013). Cohabitation is not limited to its prevalence but also it is extended to its widespread and increasing social acceptance and implication on individual wellbeing and academic performance (Popenoe & Whitehead, 2002).

The high cost of college fees has in some cases forced students to cohabit. According to Sassler (2004), many younger cohabiters enter into joint living arrangements as a result of financial need which may result in unstable partnerships. Studies have shown that financial distress is a salient predictor of positive aspects of relationship quality, for example, affection, love and satisfaction, (Lichter, 2006). There is evidence that educational attainment promotes positive interactions within cohabiting couples as noted by Sassler (2004).

Studies have shown that economic well-being is positively related to the odds that contribute to cohabiting. However, Onyike (2010) asserted that cohabiters are less likely to pool their income together. This may provide greater flexibility to engage in a wide range of economic arrangements, but this leaves cohabiters more exposed to fluctuations in income. Other studies have found a relationship between objective and subjective measures of financial strain and violent aggression toward female partners (Omonjo, 2014).

Therefore, adjusting to hostel life is easier when expectations are realistic. Many students come into the hostel believing that their roommates will be their friends for life, while the roommates, on the other hand, may see the room only as a place to sleep, since they already have a social network. This leads to hurts, confusion and tension (Hepatica 2001). This study, therefore examine the factors responsible for cohabitation among youths as perceived by students of University of Ilorin.

Research Question

This research question was raised and answered in the study:

- What are the factors responsible for cohabitation among youths as perceived by students of University of Ilorin?

Research Hypotheses

The following hypotheses were formulated and tested in the study:

1. There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of gender.
2. There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of age bracket.
3. There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of level.
4. There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of faculty.

Methodology

The research design that was used for the study is the descriptive survey method. Survey method is used for descriptive, explanatory and purposes and is therefore most appropriate for this study since the nature of the study entails sourcing for data and analyzing the data to determine the factors responsible for cohabitation among youths.

The population for this study comprises all the 44,566 (Unilorin Bulletin, 2021) undergraduates at the University of Ilorin, while the target population for the study comprises 24,935 students of the Faculties of Arts, Education, Life Sciences, Physical Sciences, and Social Sciences. Simple random sampling technique was used to select 200 respondents across five (5) faculties.

The instrument used for collection of the relevant data for this study was a 20-item structured questionnaire entitled; factors responsible for cohabitation among youths. The instrument was developed by the researchers, and it is divided into two (2) sections: A and B. Section A elicits the personal data of the respondents while section B deals with factors responsible for cohabitation among youths. The instrument was validated with a reliability coefficient of 0.65 after a test retest using PPMC at 0.05 alpha level. The items in the instrument were structured in a way that they expressed support for cohabitation practices. The instrument was thus formatted on a four (4) point Likert-type scale for scoring the items. Allotment of points is as follows:

Strongly Agree	(SA) 4 points
Agree	(A) 3 points
Disagree	(D) 2 points
Strongly Disagree	(SD) 1 point

The data collected were analysed using descriptive and inferential statistics. The hypotheses postulated in the course of the study were tested using t-test and Analysis of Variance (ANOVA) statistics. The t-test was used for testing of hypothesis 1 while hypotheses 2, 3, and 4 were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance.

Results

Answering of Research Questions

Research Question: *What are the factors responsible for cohabitation among youths as perceived by students of University of Ilorin?*

Table 1: Mean and Rank Order on the factors responsible for cohabitation among youths

Item No.	Factors responsible for cohabitation	Mean	Rank Order
3	Reducing occurrence of loneliness	3.50	1 st
15	Youths see it as a natural step in the dating process	3.40	2 nd
14	It creates room for youths to spend more time together	3.40	2 nd
13	It gives the youths a foretaste of sexual intercourse	3.40	2 nd
12	It goes against the spiritual principle of purity	3.40	2 nd
6	It encourages peer reading/study	3.40	2 nd
5	It is morally acceptable	3.40	2 nd
4	Improving the academic performance of the cohabitants	3.40	2 nd
11	It is convenient for cohabitants to live together	3.30	9 th
8	preparing cohabitants to get married later in life	3.30	9 th
7	preparing youths for future marriage	3.30	9 th
16	Cohabitation is the best means for mate selection	3.30	9 th
1	saving cost of accommodation	3.30	9 th
2	Helping youths to monitor their partners thereby securing their relationship	3.30	9 th
20	It occurs when there is lack of parental attention and supervision	3.20	15 th
19	Peer influence encourages cohabitation	3.20	15 th
18	Lack of conducive hostel facilities tend to encourage cohabitation	3.20	15 th
17	The desire for intimacy and sexual intercourse is provided regularly in cohabitation	3.20	15 th
10	It is a good way to test relationship prior to marriage	3.20	15 th
16	Cohabitation is the best means to select marital partner	3.20	15 th

Source: (Author’s field work, 2021)

Table 1 presents the mean and rank order of the respondents on the factors responsible for cohabitation among youths as perceived by students of University of Ilorin. The table indicates that items 3 which states that “reducing occurrence of loneliness” ranked 1st with a mean score of 3.50. Item 15, 14, 13, 12, 6, 5 and 4 which state that “Improving the academic performance of the cohabitants, it is morally acceptable, it encourages peer reading/study, It goes against the spiritual principle of purity, It gives the youths a foretaste of sexual intercourse, It creates room for youths to spend more time together, It creates room for youths to spend more time together, Youths see it as a natural step in the dating process” ranked 2nd with a mean score of 3.40. Ranked 9th are item 11,8,7, 16, 1 and 2 which states that “It is convenient for cohabitants to live together, preparing cohabitants to get married later in life, preparing youths for future marriage, Cohabitation is the best means for mate selection, saving cost of accommodation, helping youths to monitor their partners thereby

securing their relationship” with a mean score of 3.30. On the other hands, item 20, 19, 18, 17, 10 and 16 which state that “It occurs when there is lack of parental attention and supervision, Peer influence encourages cohabitation, Lack of conducive hostel facilities tend to encourage cohabitation, the desire for intimacy and sexual intercourse is provided regularly in cohabitation, it is a good way to test relationship prior to marriage, Cohabitation is the best means to select marital partner” ranked 15th with a mean score of 3.20. Since all the twenty items in the questionnaire ranked above the mid-mean score of 2.50, then it can be suggested that all the items in the questionnaire are factors responsible for cohabitation among youths as perceived by students of University of Ilorin.

Hypotheses Testing

Hypothesis One: There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of gender.

Table 2: Mean, Standard Deviation and t-test Analysis of difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their gender

Gender	N	Mean	SD	df	Cal.t-value	p-value	Decision
Male	90	3.44	.36	198	20.03	.000	Rejected
Female	110	3.21	.24				

Source: (Author’s field work, 2021)

As shown on table 2, male had mean score of 3.44 with standard deviation .36, while female had mean score of 3.21 with standard deviation of .24, the calculated t-value was 20.03 while its calculated significance value is .000 of df 2/198 at alpha level of 0.05. On this basis, the null hypothesis was therefore rejected. This means that there is a significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their gender. The reason was

that the calculated significance value (.000) is less than 0.05 alpha level ($p < 0.05$).

Hypothesis Two: There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their age.

Table 3: ANOVA summary of difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their age

Source	Sum of Squares	df	Mean Squares	F	P-value	Decision
Between Groups	.20	2	.20	1.92	.17	Not Rejected
Within Groups	20.71	197	.105			
Total	20.91	199				

Source: (Author’s field work, 2021)

Table 3 shows an F-value 1.92 with calculated significant .17 at 0.05 alpha level. Since calculated significance .17 is greater than 0.05 alpha level, the hypothesis is thus not rejected. This implies that there is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their age.

Hypothesis Three: There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of level.

Table 4: Analysis of Variance (ANOVA) showing difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their level

Source	Sum of Squares	df	Mean Squares	Cal. F-ratio	p-value
Between Groups	5.51	3	1.84	23.40*	.000
Within Groups	15.40	196	.08		
Total	20.91	199			

* $p < 0.05$

Table 4 shows an F-value 23.40 with calculated significant .000 at 0.05 alpha level. Since calculated significance .000 is less than 0.05 alpha level, the hypothesis is thus rejected. This implies that there is a significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their level. In order to determine the mean value(s) that caused the significant difference observed in the ANOVA results of Table 8, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 5.

Table 5: Duncan Multiple Range Test (DMRT) Showing difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their level

Duncan Groupings	N	Mean	Group	Level
A	20	3.10	1	300 level
B	30	3.12	2	400 level
C	90	3.30	3	200 level
D	60	3.54	4	100 level

Table 5 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 8. Group 1 (300 level) with a mean score of 3.10 slightly differed from Group 2 (400 level) with the mean score of 3.12 but significantly differed from Group 3 (200 level) with a mean score of 3.30, and also significantly differed from Group 4 (100 level) with a mean score of 3.54. All the groups differed from one another but the significant difference noted was as a result of Group 1 (300 level). Hence the significant difference noted in the ANOVA on table 4 was a result of respondents who are in 300 level thus, the hypothesis is rejected.

Hypothesis Four: There is no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their faculty.

Table 6: Analysis of Variance (ANOVA) showing difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their faculty

Source	Sum of Squares	df	Mean Squares	Cal. F-ratio	p-value
Between Groups	3.40	4	.85	9.50*	.000
Within Groups	17.51	195	.09		
Total	20.91	199			

*Significant, $p < 0.05$

Table 6 shows an F-value .85 with calculated significant .000 at 0.05 alpha level. Since calculated significance .000 is less than 0.05 alpha level, the hypothesis is thus rejected. This implies that there is a significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their faculty. In order to determine the mean value(s) that caused the significant difference observed in the ANOVA results of Table 8, the Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 7.

Table 7: Duncan Multiple Range Test (DMRT) Showing the Differences in the Respondents Factors Responsible for Cohabitation among Youths Based on Age

Duncan Groupings	N	Mean	Group	Faculty
A	30	3.23	1	Life Sciences
B	20	3.25	2	Physical Sciences
B	20	3.25	3	Social Sciences
B	90	3.25	4	Education
C	40	3.60	5	Arts

Table 7 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 8. Group 1 (Life Sciences) with a mean score of 3.23 slightly differed from Group 2, 3 and 4 with the mean score of 3.25 but significantly differed from Group 5 with a mean score of 3.60. All the groups differed from one another but

the significant difference noted was as a result of Group 1 (Life Sciences). Hence the significant difference noted in the ANOVA on table 6 was a result of respondents who are in Faculty of Life Sciences thus, the hypothesis is rejected.

Discussion of Findings

The findings of this study indicated that reducing occurrence of loneliness, improving the academic performance of the cohabitants, it is morally acceptable, it encourages peer reading/study, it goes against the spiritual principle of purity, it gives the youths a foretaste of sexual intercourse, it creates room for youths to spend more time together, it creates room for youths to spend more time together, and youths see it as a natural step in the dating process are the common factors responsible for cohabitation. The above finding is in line with Ogunbamila (2013) who posited that indicated that early young adults were mostly prone to premarital sexual behaviours. Cohabitation is common among undergraduates because many of them are being free for the first time; hence, they tend to enjoy the freedom, independence and are less monitored by either their parents or guardians. Also Mustapha, Odebode and Adegboyega (2017); Adegboyega (2019) further noted that economic well-being is positively related to the odds that contribute to cohabiting. Those who choose to cohabit tend to be of slightly lower socio-economic status, more liberal, less religious and are more supportive of egalitarian gender roles and non-traditional family roles. College students who cohabit generally hold a positive attitude about the situation, reporting personal growth, deeper understanding of one's partner, deeper love, disclosing more and better sex lives. Svodziwa and Kuerten (2017) also found that college students who cohabit have higher level of general well-being and happiness. Cohabitation among individuals of opposite sex is a predisposing factor to the initiation of sexual activities (Ogunbanila, 2013).

Another finding revealed that there was a significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their gender. This finding is in agreement with that of Ola-Alani (2011) which revealed that

cohabitation is depends greatly on gender preference, and it has lasting impact on student academic achievement.

Finding also revealed that there was no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their age. This finding is in agreement with that of Romano (2006) which revealed that age has nothing to do with the reason for cohabiting. The researcher further submitted that majority of those engage in cohabitation are higher institution student. Kezar and Moriarty (2000) study revealed that young male adults developed cohabitation zeal from the moment they have knowledge of sexual intercourse.

Furthermore, finding revealed that there was a significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their level. On the contrary, the study by Nnamani and Oyibe (2016) revealed that there was no significant difference in the factors responsible for cohabitation among secondary school students based on their class.

Finding also revealed that there was a significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their faculty. This finding is in agreement with Musibau and Johnson (2010) whose study revealed that course of study has no significant influence on students' engagement in cohabitation.

Conclusion

The findings of this study indicated that reducing occurrence of loneliness, improving the academic performance of the cohabitants, it is morally acceptable, it encourages peer reading/study, it goes against the spiritual principle of purity, it gives the youths a foretaste of sexual intercourse, it creates room for youths to spend more time together, it creates room for youths to spend more time together, and youths see it as a natural step in the dating process are the common factors responsible for cohabitation. It was also discovered that there were significant differences in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their faculty,

gender, and level while there was no significant difference in the factors responsible for cohabitation among youths as perceived by students of University of Ilorin on the basis of their age bracket.

Recommendations

These recommendations are based on the summary of findings and conclusion reached thereafter.

1. There should be a regular campaign regarding the benefit and danger associated with students' cohabitation.
2. Government should support the university management in providing sufficient accommodations for the students.
3. Students should switch to cohabitation when they don't have any other option, and they should not abuse it.
4. Parents should make sure that they are monitoring the activities of their children to avoid the danger of cohabitation.

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TEACHERS' INFORMATION AND COMMUNICATION TECHNOLOGY USAGE AND THEIR JOB EFFECTIVENESS AMONG SECONDARY SCHOOLS IN OGOJA EDUCATION ZONE

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Abstract

This study sought to examine the relationship between teachers' information and communication technology usage and their job effectiveness among Secondary schools in Ogoja education zone. Two research questions as well as research hypotheses were formulated to direct this study. Literature reviewed was based on the sub-variables used; survey research design was adopted for the study. A sample of one hundred (100) teachers was drawn from ten (10) public secondary schools using simple random sampling technique. A questionnaire titled, Teachers Information and Communication Technology Usage and their job Effectiveness Questionnaire (TICTUPSSTJEQ) was the instrument for data collection. The instrument was validated by research experts in Measurement and Evaluation and Educational Management Department

using face validity. The reliability of the instrument was achieved using the trial test Cronbach Alpha method. The statistical tool employed for data analysis was analysis of variance (ANOVA) at .05 level of significance. The result of the analysis revealed that there is significant influence of influence of teachers' level of accessibility, teachers' utilization of information and communication technology on their job effectiveness in the study area. It was recommended among others that school administrators should provide ICT laboratory for teachers and students to enhance teaching and learning and job effectiveness.

Keywords: Accessibility, Utilization, Information communication Technology, Teacher, Job effectiveness

Introduction

The use of information and communication technologies by Teachers of Secondary Schools has grown significantly in recent years and continues to be recognized as a technological and educational trend. ICT has a great impact on how the world is seen and how people live today. The place of ICT in education and the world in general cannot be undermined. Modern day businesses are conducted and facilitated through the use of telephones, fax machines, communication network through the internet. This phenomenon has given birth to the contemporary e-commerce, e-government, e-media, e-banking and e-education among others.

Ozaji and Jonah (2007) defined ICT as the handling and processing of information (texts, images, graph, instruction etc) for use, by means of electronic and communication devices such as computers, cameras, telephones.. ICT could therefore be defined as processing or sharing information using all kinds of electronic device, an umbrella that induces all technologies for the manipulation and communication of information. The field of education has certainly been affected by the influence of ICT worldwide and in particular developing countries. ICT has made a remarkable impact on the quality and quantity of teaching, learning and research in educational institutions. Aribisala (2006) posited that ICT is increasingly playing an important role in organizations and society, and has the ability to produce access, adapt and apply

information. They are however, being heralded as the tools for the post of industrial age and the foundation or a knowledge of economy due to their ability to facilitate the transfer and acquisition of knowledge.

Information and Communication Technology (ICT) has several roles to play in teacher's job effectiveness in public secondary school especially in urban and rural areas. As the world evolves, information and knowledge change rapidly in teaching and learning process as well as teachers' usage of ICT facilitate their job performance, but this has not been achieved in many secondary schools in Ogoja education zone, because of the under usage of ICT facilities such as computer, internets, global System Mobiles (GSM) and projector. Principally, it has affected the ability of teachers to excel in their job. Teacher's job effectiveness can be efficiently achieved through the administrative functions of the principal which include decision making, planning, organizing, communication, influencing, coordinating and evaluating (Mbipom, 2002).

According to Selwood (2005), the tasks of teacher's usage of ICT most especially in the classroom such as their ability to use computer and internet in their lesson preparation are applied in the area of curriculum development, instructional supervision, staff and student personal movement, guidance, finance, school community relations, constructive and maintenance of facilities and special services. Voogt (2003) stated that, computer is an important teaching and learning alternative, it is an interactive electronic communication among people at different locations. ICT are used by key persons, known as teachers and teacher educators in educational setting productively in order to get the maximum benefits for their students and integrate ICT into the curriculum and its implementation.

Moreover, the benefits of internet in academic performance, according to Fieeseha (2011) include the opportunity for more student centered teaching, provides greater opportunity for teacher-to-teacher and students to student convocational and workforce skills for students, provides opportunities for multiple technologies delivered by teachers, create greater enthusiasm for learning among students, provides teachers with new source of information and knowledge, prepares learners for the

real world, provides distance learners country-side with online educational materials, provide learners with additional resources to assist resource-based learning and enhance students' academic performance. Teacher's job effectiveness refers to the degree of which teachers' carryout their primary duties of teaching as well as their general attitudes towards the teaching profession and their activities (Owen, 2012). For a teacher to be called effective, the teacher must be punctual to school, have good knowledge of his subject matter, good communication skills, and good inter-personal relationship with his students. Many teachers have in the past attributed their ineffectiveness to be as a result of the principal and vice principals' strict leadership style, low salary structure, inadequate provision of facilities, and lack of teaching aid, ICT are incorporated into educational curriculum to promote the intellectuality of teachers in instructional delivery which is making major difference in the learning of students and teaching approaches (Volmon, 2005).

Job effectiveness among teachers is very crucial to the long term growth of any educational system around the world. Consequently, the success of any secondary school systems may depend to a large extent on the utilization of information technologies in schools. It is against this background that the researcher wishes to examine the relationship between teachers' information and communication technology usage and their job effectiveness in Ogoja education zone.

The ineffectiveness of teacher's job delivery in secondary schools in Ogoja education zone is overwhelmingly noticeable in recent times. It has been observed that most teachers are ineffective in their lesson delivery, they often use unedited internet download materials to teach in class, as such, making lesson boring and uninteresting. It is embarrassing to note here that there are cases where some teachers ignorantly make serious mistakes while teaching students have to put them right especially in current and technological issues. Others lack the ability to properly use modern digital technologies and internet in their project.

Poor teacher's job effectiveness has been of great concern to parents, educationists, government, guidance counselors. Despite, all effort of the government, parents, administrators and non-governmental organizations in schools to improve teacher's job performance, poor

performances of learners' outcome are recorded yearly. It becomes necessary to find out the causes of such poor performance in secondary schools. Though, these discouraging performances are attributed to several variables such as unconducive working environment, inability of government to implement their policy, lack of welfare schemes, and their attitude to work. Over the years, consistent increase in the rate of failure of students in various school examinations such as the senior secondary school certificate examination (SSCE) is worrisome, which may be largely due to teacher's job ineffectiveness.

The ability to use information and communication technology (ICT) facilities effectively by teachers has become an essential part of secondary school education. This appears to be made difficult by several constraints which include, inadequate ICT facilities in schools, insufficient fund to sustain the ICT infrastructure, inability of school administrators to keep up with the development of ICT, inadequate staff with appropriate skill to manage ICT both at strategic and operational level and absence of instructional policies to support and guide the use of ICT. It is against this background that the researcher intends to find whether teacher's use of ICT tools could improve teacher's job effectiveness. This research therefore seeks to answer the question thus, how does teachers usage of information and communication technology relates with their job effectiveness in Ogoja education zone of Cross River State"?.

Purpose of the Study

The main purpose of this study is to investigate the relationship between teacher's information and communication technology usage and their job effectiveness in Ogoja education zone.

Specifically, the study wishes to:

1. Assess teachers' level of accessibility of information and communication technology and their job effectiveness in Ogoja education zone.
2. Examine teachers' utilization of information and communication technology and their job effectiveness in Ogoja education zone.

Research Questions

The following research questions will guide this study.

1. What is the influence of teachers' level of accessibility of information and communication technology on their job effectiveness in Ogoja education zone?
2. What is the influence of teachers' utilization of information and communication technology on their job effectiveness in Ogoja education zone?

Research Hypotheses

This hypotheses was formulated to guide the study.

- 1) There is no significant influence of teachers' level of accessibility of information and communication technology on their job effectiveness in Ogoja education zone.
- 2) There is no significant influence of teachers' utilization of information and communication technology on their job effectiveness in Ogoja education zone.

Teachers' level of accessibility of ICT equipment

The accessibility of ICT is essential in allowing students to research aspects concerning the real world. Information can be retrieved through online frameworks or information logging frameworks. The use of ICT can deal with challenges and constraints in the education sector through enhancing information sharing and the access to information. Hrin - kai (2007) in a study, "factors affecting teachers' adoption of technology in classroom in Taiwan" and found that although many teachers believe that educational technology could promote adequate use of technology is desirable, they are reluctant to use computer (ICT) because of insufficient support and resources by government and school authorities which limit access to ICT facilities. Pertaining to this study, Titilayo (2004) said that as a result of poor access to their ICT facilities the teachers won't be able to introduce the life of ICT in the classroom and this in turn might reduce the academic achievement of students to understand better in the classroom, but he concluded that there is no

significant difference between teachers' accessibilities to ICT and students' academic achievement.

Utibe (2013) conducted a research on the accessibility of ICT facilities for physics teachers and came to a conclusion that in most secondary school 90% of ICT facilities are available while 3.2% of the facilities are accessible by the physics teachers. He also said that about 3.6% of the schools have internet services while a very low percentage of 1.2% was accessible for physics teachers and as a result, teachers won't be able to integrate it in the classroom. But he said even though the teachers do integrate it in the classroom it might not really influence the student academically i.e. it will still be difficult to measure the students' academic achievement.

Sokoine (2018) also carried out a research on teachers' accessibility of ICT facilities on the academic achievement of student and said that 25% of students stated that they have never been taught using ICT. The teachers too, 85 (75%) commented that they do not use ICT in facilitating classroom teaching due to a number of factors including unavailability of ICT facilities, up to 18% of the facilities were not provided. These really prove to slow the learning process says one student who says she understands better when taught with visual than the traditional abstract method. The researcher also asserts that 55% of the students say they understand better with visuals than abstract, said that it will be difficult to really ascertain if the accessibility of ICT affects the students' academic achievement.

Ijern (2015) concluded from his study that virtually 31.4% of the teachers did not have access to ICT for integration in teaching. Thus, the ICT facilities and equipment were not provided; this they said has no significant relationship on the academic achievement of students. Arit, su and Ahmad (2014) carried out a research on the accessibility of ICT facilities by Nigerian teachers and discovered that most Nigerian teachers up to 70% lives in rural area and have no access to ICT facilities while others reside in urban area that are unserved or undeserved this makes it more difficult to use ICT or integrate it in the classroom. The economic commission for Africa has indicated that the ability to access and the use information is no longer a luxury, but a necessity for development that is

why Southwood (2004) said that more than 40% of the population of Africa is in areas not convened by telecom services. Schools located in such areas will experience ICT connectivity problems and this can be detrimental to the way the student will respond to teaching/ learning process.

Teachers' utilization Information and communication technology

Adekunle (2013) carried out a study on the effective utilization of ICT facilities in secondary schools in Ondo state, Nigeria and came to a conclusion that frequently utilized ICT facilities is 17% to 20.3%, while moderately utilized ICT tools is 8.5% to 29. 3% seldom utilized ICT tools by the teachers is 8.9% to 31. 7% and never utilized ICT tools by the teachers is 31. 7% to 74. 6%. He said that because teachers hardly utilize these ICT facilities learning process is a bit ineffective and this he points out can lead to low academic achievement in the students or the poor performance or the students academically.

Hussain, Igbal and Akhar (2010) said that effective utilization and maintenance of ICT facilities for quality teaching and learning outcome in Nigeria and for in structural process reinforces the teachers' ability to cater for individual differences and fosters learner's involvement, participation and understanding which help them in grounding their thoughts and feelings and in turn contribute to good academic performance in schools.

Titilayo (2017) carried out a research on physics teachers' utilization of ICT on the academic achievement of the students and concluded from his findings that ICT utilization does not affect the students' academic achievement in physics. This shows that teachers ICT utilization skills is not implemented in the teaching and learning process in the classroom

Onuma (2007) conducted a study on the utilization of information communication technology in schools, problems and suggestions. The researcher lamented that although the Nigerian government made some effort towards provision of basis tool for teaching and learning and application of ICT to school, this effort was limited only to very few institution. Tino (2002) state the potential of teachers been conversant

with internet in increasing access and improving relevance and quality of education in developing countries as follows, internet greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to educational system, improve policies formulation and execution as well as widen the range of opportunity for business.

Iding (2000) conducted a study on projector usage and job satisfaction. The results of the data analysis revealed that teachers derive more satisfaction when they evaluate learning gains on learners realize a positive percent. Teachers mentioned that they liked multimedia functions such as ease of internet connection but that they do not understand the mechanics of the device at all and as such always rely on technologist for the utilization.

Methodology

The research design adopted for this study was the survey methods because survey research deals with individual or group of individuals, institutions or communities. In survey research, observational method is used in data collection. These includes interviews, questionnaires, etc. the reason for using the survey research design is to compose a sample that will yield research data that can be organized to a large population.

The population for this study comprises of all public secondary school teachers in Ogoja Education Zone of Cross River State. It consists of the total number of three thousand six hundred and seven (3607) public secondary schools teachers (Cross River State Education Board-Planning, research and statistics; CRSEBPRS, 2023).

The sampling technique adopted for this study is the simple random sampling technique. According to Isangedigi (2012), the simple random sampling technique is a means by which the researcher gives every member of his/her population an equal opportunity of being selected for the study. The researcher adopted a method of selecting ten (10) public secondary school teachers from the sampled schools using the hat and draw method. Names of all the schools were written on a piece of paper, folded and put into a hat. One paper was picked at a time without replacement until ten (10) different schools and ten (10) different public

secondary school teachers were selected at the end of the exercise for the study. The sample of the study consists of one hundred (100) public secondary school teachers; ten (10) teachers were randomly selected from ten (10) public secondary schools in the study area.

The instrument used for data collection was a questionnaire designed by the researcher, which is meant for the public secondary school teachers. The questionnaire has just a section (section A) having a title: Teachers Information and Communication Technology Usage and their job Effectiveness Questionnaire (TICTUPSSTJEQ). It is a 10 items Likert type on a four-point scale for the respondents to tick in any of the corresponding volumes of their choice.

The instrument was validated by research experts in Measurement and Evaluation and Educational Management Department using face validity. All corrections by the validator were effected accordingly to produce the final instrument used for the study. The reliability of the instrument was achieved using the trial test Cronbach Alpha method.

To determine the reliability of the research instrument (TICTUPSSTJEQ) a trial test was done using ten (10) teachers drawn from the various schools. The instrument was administered twice within two weeks on the same group of teachers. The scores derived from the instrument was correlated using the Cronbach Alpha reliability estimate. The co-efficient ranges between 0.72 and 0.84 which was deemed high for the study. The questionnaire totaling one hundred (100) copies was administered to the ten (10) schools in Ogoja Education Zone by direct contact with the teachers. A formal verbal permission to administer the questionnaire was obtained from the principal of each school used in the research study. On approval, the instrument was administered with the help of the HODs.

The questionnaire adopted a four-point Likert scale ranging from Strongly Agreed (SA) to Strongly disagreed (SD) for the responses on the questionnaire. The scoring of the questionnaire was done with the help of the scoring key. They scoring of the questionnaire was done with Strongly Agreed - (SA) having 4 points; Agreed - (A) having 3 points; Disagreed - (D) having 2 points and Strongly Disagreed - (SD) having 1

points. To test the hypothesis generated to guide the study, analysis of variance (ANOVA) was used.

Results

Hypothesis one

There is no significant influence of teachers' level of accessibility of information and communication technology on their job effectiveness in Ogoja education zone. One-way analysis of variance was employed to test data collected in respect to this hypothesis. This is because the accessibility of ICT was measured categorically (High, Moderate and low). The hypothesis was tested at 0.05 level of significant.

Table 2

One way analysis of the influence of teachers' level of accessibility of information and communication technology on their job effectiveness in Ogoja education zone

Accessibility of ICT					
	N	X	SD		
High	38	21.237	5.012		
Moderate	42	22.951	6.132		
Low	20	19.104	4.825		
Significant at 0.05 level; df = 3 and 97; critical f-value of 2.72					
Source of variance	SS	df	MS	F	Sig
Between groups	1557	3	247	1.025	0.7
Within group	1474	97	20.135		

The summary of result is as presented in table 2.

The summary of results presented in Table 2 shows that the calculated f-value of 1.025 is less than the tabulated f-value of 2.72 at 0.05 level of significance with 3 and 97 degrees of freedom. On this note, the null hypothesis was upheld. This means that, there is significant influence of influence of teachers' level of accessibility of information and communication technology on their job effectiveness in the study area.

Hypothesis two

There is no significant influence of teachers' utilization of information and communication technology on their job effectiveness in Ogoja education zone.

One-way analysis of variance was employed to test data collected in respect to this hypothesis. This is because utilization of ICT was measured categorically (High, Moderate and low). The hypothesis was tested at 0.05 level of significant. The summary of result is as presented in table 3.

Table 3

One way analysis of the influence of teachers' utilization of information and communication technology on their job effectiveness in Ogoja education zone

N = 100

Utilization of ICT	N	X	SD		
High	35	17.217	4.320		
Moderate	42	19.621	5.127		
Low	23	16.802	4.301		
Source of variance	SS	df	MS	F	Sig
Between groups	1437	3	245	1.215	0.5
Within group	1353	97	19.052		

Significant at 0.05 level; df = 3 and 97; critical f-value of 2.72

The summary of results presented in Table 3 shows that the calculated f-value of 1.215 is less than the tabulated f-value of 2.72 at 0.05 level of significance with 3 and 97 degrees of freedom. On this note, the null hypothesis was upheld. This means that, there is significant influence of teachers' utilization of information and communication technology on their job effectiveness in the study area.

Discussion of Findings

The first hypothesis states there is no significant influence of teachers' level of accessibility of information and communication technology on their job effectiveness in Ogoja education zone. This null hypothesis was retained on the ground that the calculated F-values obtained from the analysis of data were statistically less than the critical F-value. The implication of this result is that there is significant influence of teachers' level of accessibility of information and communication technology on their job effectiveness in the study area. The finding of this hypothesis agrees with the earlier finding of Utibe (2013) who conducted a research on the accessibility of ICT facilities for physics teachers and came to a conclusion that in most secondary school 90% of ICT facilities are available while 3.2% of the facilities are accessible by the physics teachers. He also said that about 3.6% of the schools have internet services while a very low percentage of 1.2% was accessible for physics teachers and as a result, teachers won't be able to integrate it in the classroom.

The second hypothesis states that there is no significant influence of teachers' utilization of information and communication technology on their job effectiveness in Ogoja education zone. This null hypothesis was rejected because the calculated f-value was found to be greater than the critical table value. The implication of this result is that there is no significant influence of teachers' utilization of information and communication technology on their job effectiveness in the study area. The finding of this hypothesis agrees with the earlier finding of Adekunle (2013) who carried out a study on the effective utilization of ICT facilities in secondary schools in Ondo state, Nigeria and came to a conclusion that frequently utilized ICT facilities is 17% to 20.3%, while moderately utilized ICT tools is 8.5% to 29.3% seldom utilized ICT tools by the

teachers is 8.9% to 31. 7% and never utilized ICT tools by the teachers is 31. 7% to 74. 6%. He said that because teachers hardly utilize these ICT facilities learning process is a bit ineffective and this he points out can lead to low academic achievement in the students or the poor performance or the students academically.

Conclusion

Based on the findings of this study, it was concluded that:

There is significant influence of influence of teachers' level of accessibility of information and communication technology on their job effectiveness in the study area.

There is significant influence of teachers' utilization of information and communication technology on their job effectiveness in the study area.

Recommendations

In line with the finding of this study and conclusion made therein, the following recommendations were made:

1. Cross River State Senior Secondary Schools should provide the needed ICT materials for teachers to enhance their teaching.
2. School administrators should provide ICT Lab for teachers and students to enhance teaching and learning.
3. Teachers should be trained and re-train on ICT usage.

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EDUCATIONAL SUPERVISION: A PANACEA FOR TEACHERS PRODUCTIVITY

By

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Abstract

Educational supervision as a process is a determinant for the high level of productivity of teachers instructional delivery, this paper examine educational supervision as a panacea for teachers productivity. its explores the concept of school supervision, types, effective educational supervision for teachers quality delivery, teachers professional development programme and teachers professional development in attainment for quality education. Educational supervision can bring about qualitative and quantitative lesson delivery in Nigeria education system. It concludes that, the need for supervision, arose out of the fact that the goals, objectives, and standard of education must be achieved, and maintained through judicious use of the allotted available resources. Few among the recommendations were; government should respond to every supervisory reports, as an urgent matter; bumper incentive e.g. over time allowance etc., should be provided to encourage the supervisors, because of the need to have highly motivated supervisors in the field, who will ensure that the resources sank in to public schools are not wasted or left loose.

Keywords: Educational supervision, panacea, teachers productivity, programmes.

Introduction

Educational supervision, as a process brings all the aspect of sustainable school environment into a fruitful and harmonious whole, in order to

ensure an optimum teaching learning process. It becomes a major instrument to ensure quality and to develop a standard of education. Educational supervision is though an old concept with new meaning in this 21st century at all phases of its evolution since the development of educational programmes has always been the ultimate goal of educational supervision Ategwu (2022).

A simple way of appreciating education is that it is a tool or a necessary weapon for every human being to acquire for the purpose of navigating this complex world without which the individual may get lost in it or live in darkness without being blind. (Aguba, 2009:25). The quality of education is adversely affected when the education system is loose. Humanly, people do not do what is right at the right time if there is no authority that stipulates what is to be done and also monitor them properly on the job. Effective supervision of public schools, will make the achievement of education goals easier at all levels. The dire need to salvage education sector is much more important because of its relevance to nation building. Educationally, the present economic recession in Nigeria calls for the maximization of every available resources, through effective supervision of teaching and learning processes, for the achievement of educational goals and objectives, which is a national priority, and as a matter of fact, no nation can grow above its educational standard. The provision and the application of available resources for teaching and learning need to be effectively supervised in order to discourage unethical practices, and wastages. For example, in areas like: instructional work, school environment/structures, school records, and extra curriculum activities, among others. Through effective supervision, available resources meant for public schools at all levels will be properly channeled to the teaching and learning processes of education, which 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.

In the learning process the teacher has a very important role. If the teacher works professionally is not impossible if a school can produce

students who excel. Conversely, if human resources in this case the teachers in a school are not well managed, then the student output at the school will also be low. This means that between human resources Educational supervision is an activity in which teachers are assisted in developing the ability to manage learning so that effective and efficient learning objectives can be achieved. It is hoped that teachers, as the pioneers of educational activities, will have a good performance in realizing high-quality character-based learning through supervision, so as to develop the potential of students into people who believe in and fear the almighty, noble, healthy, and knowledgeable God. Independent, capable, creative, and become a democratic and responsible citizen. Educational Supervision as an activity that is inseparable from the management activities of Education needs to be pursued simultaneously and improved the quality of its implementation. Education supervision has a strategic and important position in the management of education, it has become imperative for the government to strive continuously to make the implementers of education supervision a professional force. Supervision has not been optimal. Supervision and observation objectives focus more on technical aspects and rarely involve administrative aspects directly related to the learning process. Due to time constraints of supervisors, the principal supervisor did very little in frequency and intensity. Supervision of school principals in its implementation has not provided significant benefits for improving teacher professional skills. The principal should allow a larger portion of supervision to be directed at academic supervision to improve teacher professional abilities. A basic function (basic function) in the whole school plan is academic supervision, which shows that function is a source of information for teachers' professional development. The performer of academic supervision can be performed by the principal, to carry out management functions that aim to improve teacher professionalism.

Concept of supervision

Supervision in the school system is the process of ensuring The Nigeria present economic recession is an obvious that policies, principles, rules, regulation, facilities and method prescribed for the purpose of

implementing and achieving educational goals and objectives are adhered to. According to (Ajani 2001), supervision is a set of activities which are carried out with the purpose of making teaching and learning better for the learners. He further emphasized that effective supervision of instruction can reinforce and enhance teaching practices that will contribute to improved students learning. (Igwe2001) noted that supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural improvement and development. More so, supervision involves the stimulation of professional growth and the development of teachers, the selection, revision of educational objectives, materials, facilities of instruction and method of teaching and evaluation of instruction (Ogakwu, 2010). For the purpose of clarity, the term inspection and supervision is often used interchangeably, however, supervision is preferably use in the school system because it is considered, teacher friendly. According, to Udoh & Akpa (2001), the early concept of inspection is said to be that of judgmental on the performance of teachers rather than suggesting, encouraging, inspiring and assisting teachers to improve teaching and learning as in the case of supervision. Though, the concept inspection has been rooted in the educational system since the British colonial master. Musaaazi cited by Udoh et al (2001) state that the concept has in effect been replaced with that of supervision. However, the two concepts are administrative functions which aim at enhancing productivity and serve as tools for educational coordination.

Types of Supervision

Supervision is meant to guide the teaching learning process of a teacher, and therefore should not be view as detrimental by the recipients. Educationally, supervision is the mechanism through which meaningful feedbacks on how school curriculum is implemented and the likely challenges associated in the implementation are known and addressed accordingly. Musaaazi cited by Udoh et al (2001) categorized supervision in to the following types:

1. Full Inspection: is aim at assessing every aspect of school life ranging from: subjects taught, administration, staff, extra-curriculum, record, library, furniture and equipment, building, finance and store with a view of commenting where necessary and advice appropriately.
2. Recognition Inspection: this type of inspection is aim at finding out how adequately prepared is a school to present candidates for statutory examination. For examples West African Examination Council (WAEC), National Examination Council (NECO), accreditation of some courses in the tertiary institutions.
3. Follow-Up Inspection: this type of inspection is aim at finding out to what extent the recommendations made earlier to the school have been implemented. This is usually conducted two years after full inspection.
4. Routine Inspection: routine inspection is undertaken to monitor the day today activities of a school, after which the teacher and school administrator are advised accordingly.
5. Casual/Check-up Inspection: casual inspection is carried out without a prior knowledge of the school. During this visit, the inspector is expected to form a judgment on what he sees and make a confidential report to the appropriate authorities for necessary follow up
6. Subject/Course Recognition Inspection: this type of inspection is aim at approving newly introduced subject(s)/course(s) in the school system. For example, the introduction of fisheries, animal husbandry among others.
7. Appraisal Inspection: is undertaken to assess whether the objectives for which a particular school was established are been achieved or not. For example, Arabic school, commercial school among others
8. Investigative Inspection: as the name implies, it is carried out to look in to specific happenings in the school system, especially those that are detrimental to the smooth running of the school
9. Quality Inspection: is conducted to assess and upgrade an institution in various aspects of the school system. For example,

inspecting the adequacy of teaching materials, staff, students' population and others.

10. Government Grant/ School Takeover Inspection: this type of inspection is carried out in voluntary agencies schools for the purpose of government funding, intervention and school takeover. For example, the takeover of missionary schools
11. Professional Assessment Inspection: this type of inspection is usually conducted to ascertain the professional competence of teaching staff. The teachers are assessed on aspects such as: mastery of subject taught; teaching methodology; teaching facilities, classroom control, accreditation of courses etc.

The various type of supervision discussed above are well targeted and purpose oriented, because, they are all meant to achieve relevant educational objectives, in Nigeria schools at all levels. Arul (2001), classified supervision into five groups as highlighted below:

1. Corrective Supervision: in this type of supervision, the supervisor observes to see what is done wrongly by the teachers, school administrator and school work. The supervisor does this in order to criticize, and gives record of the same to educational authorities.
2. Preventive Supervision: this type of supervision anticipates the possible difficulties or problems in the school programme and forewarn the school administrator and teachers against possible pit falls. And give suggestion appropriately.
3. Creative Supervision: in this type of supervision, the supervisor comes to school with the idea that he is to help school teachers and administrators in solving their problems.
4. Autocratic Supervision: in this type of supervision, there are definite tasks laid down for the supervisee. They have to work according to his directions with no choice of their own, because all guidance or directions are given by the supervisor.
5. Democratic Supervision: this type of supervision is towed along democratic lines. It attends to the ability and position of all

teachers, instead of imposing orders. The teachers are given the freedom to work, develop and progress. Thereby making use of proper human relationship between the supervision and the supervisee. Meanwhile, in the various groups of supervisions discussed above, for example in correction supervision, there is emphasis on doing nothing other than what is laid down, it makes the teacher cautious in the discharge of his duties. The preventive type of supervision, saves the teacher and school administrator from unnecessary tension, while creative supervision stimulates original thinking which is able to make them independent and effective. In autocratic supervision, as the name implies, demand total obedience. Democratic type of supervision is the best for education because it incorporates the features of corrective, preventive and creative types of supervision by creating a friendly democratic atmosphere. Therefore, the application of whichever types of supervision, is meant to achieve specific educational goals Features of Effective Supervision Arul (2001)

Effective educational supervision for teachers quality delivery

Effective supervision in public schools should be carried out in the following key areas for proper accountability of government meager resources in public learning institutions:

1. Supervision of Qualification of Teaching and Non-teaching Staff: teaching and non-teaching staff qualifications and experience matters much in the operation of a school. Teachers are said to be the implementer of curriculum at the various levels of education, as such supervisor should ensure that all personnel employed in public schools whether teaching and non-teaching staff are qualified in every sense of the profession.
2. Supervision of Curriculum Implementation: the supervision of curriculum implementation is very important, because the curriculum is design to achieve specific educational objectives in the behaviours of the learners. Akpale cited by Yusuf (2012), views curriculum as the planned and unplanned educational

experiences in which both students and teachers all work for the attainment of educational goals. Therefore, the supervisor ought to supervise how the curriculum is implemented- that is; is the curriculum implemented using the prescribed curriculum, instructional facilities, infrastructural facilities, etc. such supervision will help to check unhealthy diversion and adulteration of teaching learning processes.

3. Supervision of Instructional Facilities: the use of instructional facilities is important, to the implementation of school curriculum. Supervisor ought to supervise the availability and the relevance of the available facilities. Examples of such facilities are: chalkboards, audio-visual aids, equipment, machineries, textbooks, furniture, lesson notes, lesson plans etc. these facilities help in making teaching learning concrete and experiential. Olutola(2000), emphasizes that instructional facilities are ingredients for effective teaching learning.
4. Supervision of Infrastructural Facilities: infrastructural facilities are equally important, in that it shows how much structure is ready for the implementation of the school curriculum. The supervisor ought to supervise the availability, and the relevance of the same in public schools. Infrastructures such as: classrooms, libraries, laboratories, toilet facility, health facility, water facility, landscape etc. It is through supervision that the supervisor will get to know whether or not are the available and relevant infrastructures in public schools short of what is expected, and their status. The supervisor should ensure that anything below the expected is not welcomed. Uwereka (2005), study shows that facilities below standard could lead to the reduction in the quality of teaching learning.
5. Supervision of Extra-curricular programme: the extra-curricular programme is important, and complementary to school curriculum. It is that activity that is outside the realm of normal curriculum of school or universities education, performed by IJSRETH students and they are generally voluntary, and windows for useful discussion, and friendship. Sage (2016),

explains that, extra-curriculum programme reduces the likelihood of dropping out of school; committing criminal offense; leads to higher educational retention, success and achievement in school work.

6. Supervision of Statutory and Non-statutory Records: supervision of school record is of paramount important. Olagboye cited by Ibrahim, (2008), defined school record as books, documents, diskettes, and files in which are embodied information on what goes on in a school (e.g academic, non-academic, and social events etc), as well as other relevant information focusing on the growth and development of a school. School record is divided in to: statutory and non-statutory records. The supervisor should ensure that statutory and non-statutory records are kept in public schools. The statutory record isa compulsory record, which is mandatory by law to be kept for the purpose of accountability and data collection. Example of the statutory records are: national policy on education, education law, class attendance register, visitors' book, financial instructions, capital assets register, admission, progress and withdrawal register etc. while non statutory record include: movement book, staff meeting minute book, master timetable, time book, notice book etc.

Teachers Professional Development Programmes

Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. From the perspective of learning outcomes, Guskey (2002) defined Teacher Professional Development as systematic approach of bring about change in the classroom practices of teachers, in terms of attitude, skills, knowledge and beliefs, and in the learning outcomes of students. Creemers, Kyriakides and Antoniou (2012) took a functionalist

perspective and described teachers development programme as technical processes that help teachers to provide better service to clients/students.

Roles of Teachers' Professional Development in Attainment of Quality Education

Teacher professional development is an important training programme which the government should invest upon in order to enhance teachers' professional knowledge, skills and attitudes, which will ultimately improve the teaching and learning process as well as student outcomes. Little is done to promote the teachers development programme. Even now in the twenty-first century, when so much is known about the skills and knowledge that teachers need to learn and practice in and outside of teaching, yet professional development is not of great importance. Effective developmental programmes will provide teachers with the ability to face educational change and handle various socioeconomic conditions inside and outside school. For an occupational group to be classified as a professional occupation, it is necessary that it provides services in a determined field, goes through formal training which offers expert knowledge, possesses professional culture, has admission control, possesses professional establishments and is considered as a profession by the society (Erden, 2007; Tezcan, 1996). Teachers also are to involve themselves in self-development activities. They are expected to update their knowledge on particular subject matter so as to cope with changes. Again, teachers should be acquainted with, trained and being oriented to the new changes. This will be helpful to teachers as they will be able to design new teaching methodologies and approaches. Without in-service trainings, seminars, conferences, discussions and special trainings that offer new knowledge and skills, teachers will not be able to cope with the rapidly changing world and global competitiveness. This will have the negative implication to the pupil/students as she/he will not be able to receive relevant knowledge. Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and

student learning suffers. Researchers have long recognised that teachers development programme as essential to changing classroom practice, improving schools, and ameliorating pupils' learning outcomes (Borko, 2004). Professional learning often takes place in formal settings, such as professional development programmes, teaching research groups, and formal mentoring programmes (Timperley, 2011). Teachers also can learn through informal interactions that occur during peer teaching, collaborative planning, and mentoring between colleagues (Little, 2012). Those education and training activities engaged in by primary and secondary-school teachers, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively. Professional development may take place at any time-either as fulltime or as part-time study-during the professional life of the teacher. It could be systematically planned work over a certain period of time leading to an advanced certificate, diploma, or higher degree. It can be initiated by the teacher or the school system, and can also be something that teachers do individually on their own and following their own interests. Sometimes researchers make a clear distinction between in-service education and professional development. In-service programme is that portion of professional development that should be publicly supported and includes a programme of systematically designed activities planned to increase the competencies, knowledge, skills, and attitudes needed by school personnel in the performance of their assigned responsibilities.

Conclusion

Educational supervision plays a pivotal role in the productivity of teachers' instructional delivery Findings from the study revealed that educational supervisors should improve in the supervision of teachers lesson preparation. Thus, instructional documents such as lesson plans/notes and schemes of work were hardly inspected and school heads failed to discuss and give suggestions to their teachers for improvement. Effective supervision makes for, a well-organized school system that is well articulated, and coordinated for a Qualitative and quantitative

education. The importance of supervision in learning institutions have arisen out of the fact that the goals, objectives, and standard of education must be achieved, and maintained, through the judicious use of the allotted educational resources. Effective supervision carried out in the following key areas: teaching and non-teaching staff; curriculum implementation; instructional facilities; infrastructural facilities, extra-curricular programme, and statutory and non-statutory records, will definitely bring about qualitative and quantitative lesson delivery in Nigeria education system in this present economic recession. Recommendations In view of the importance of education to nation building, and the need to sustain education in a recessed economy, the following recommendations were made:

1. Government should organize a re-training programme for supervisors, as well as school administrators, and lay greater emphasis on the need for supervision; update them with basic knowledge and skills in order to keep them abreast with the global trends of supervision in the educational system. Through this programme, supervisors will serve as government's eye in curtailing looseness, and wastage of allotted educational resources sank in to public learning institutions;
2. Fundamental resources should be provided to supervisors to enable them perform their duties efficiently and effectively;3. Government should respond to every supervisory reports, as urgent as possible.
4. Merit should never be sacrificed on the altar of affiliation, the concept of favoritism, nepotism, and corruption during supervision exercise should be discourage and penalize;
5. There should be continuity of relevant educational policies that are meant to ensure qualitative and quantitative instructional delivery irrespective of the change in political tenure;
6. Bumper incentive e.g. over time allowance, transport allowance, hotel allowance etc, should be provided to encourage supervisors. They need to be highly motivated, because their work is in the field (schools). They are there to ensure that the resources sank in to these schools are not wasted or left out

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RELATIONSHIP BETWEEN SENIOR SECONDARY SCHOOLS STUDENTS MOTIVATION AND ACADEMIC ACHIEVEMENT IN SHONGOM LOCAL GOVERNMENT AREA OF GOMBE STATE

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Abstract

This study investigated relationship between senior secondary school students' motivation and academic achievement in Shongom local government area of Gombe state. Correlational research design was adopted for the study. The population of this study consisted of SS II students of senior secondary schools in Shongom local government area, whose total population is five thousand eight hundred and forty.(5,840). The sample of this study is 20% of the total population which is One Thousand One Hundred and thirty (1130).S. Random sampling technique was used to select the out of nineteen (19) public senior secondary schools in Shongom Local Government Area, the researcher randomly selected eight (8) public senior secondary schools in Shongom Local Government Area. The sample was shared proportionately between the schools. The data obtained in this study were analyzed using descriptive and inferential. It was recommended among others that The teacher should understand that various talk dimensions can also foster motivation to learning.

Keywords: Motivation, Academic, Achievement and Students

Introduction

Academic achievement is an extent to which a student or institution has achieved either short or long term educational goals which are measured through students' grades and averages. Academic achievement

plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus, responsible for the country's economic and social development. As stated by Samuel (2020) academic achievement is often measured through continuous assessment or examinations. It is one of the major factors considered by expert, because it helps to yields a positive result in all aspect of life. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfill their objectives or demand (Manu, 2021).

Academic achievement at secondary school determines whether students will proceed to university for higher degree or not. Students' academic achievement also determines the quality of education students are receiving from their potential teachers at secondary school levels (Eli, 2020). Students' academic achievement is affected by several factors which include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure among others. Government efforts to improve academic achievement have led to series of interventions like scholarship, training of the teachers or in service training, providing of infrastructure and so on, which are all aimed at improving students' academic achievement in Shongom Local Government Area. (Eli, 2020).

The West African Examination Council (WAEC) result statistics from 2020 to 2021 shows lower students' performance in Mathematics and English language. For instance, in 2020 five thousand seven hundred and fourteen (5, 714) students sat for WAEC examination in Shongom Local Government area, out of this population one thousand nine hundred and eighty two (1,982) students which represents 34.68% got five credits including Mathematics and English. In 2017, five thousand seven hundred and thirty six (5, 736) students sat for WAEC examination in Shongom Local Government Area, out of which two thousand and eight (2,008) students got five credit including Mathematics and English language representing 35% pass from that population. In 2018, two thousand two hundred and thirty six (2,236) students got five credit including Mathematics and English out of six thousand two hundred and eleven (6, 211) which represents 36% of that population.

Motivation represents all the things that motivate you based on internal rewards like self-improvement or helping a friend in need. For example, you may be motivated to get a promotion because you will learn valuable skills. Conversely, an individual might be motivated to succeed because you want to positively affect the lives of the people around you.

However, while the above examples are positive, intrinsic motivation can also have negative drivers. For example, you can motivate yourself to learn new things because otherwise you will feel unfulfilled. The outcome of your actions is positive, but the specific type of motivation you used was focused on stopping a negative outcome rather than creating a positive outcome. For this reason and more, there are many types of intrinsic motivation that all focus on a specific motivational reward or driver. Regardless of positive or negative, intrinsic motivation is typically more sustainable than extrinsic motivation because it usually focuses on positive or altruistic things you can control. Conversely, extrinsic motivation typically focuses on things that are given to you by someone else and therefore is not directly within your control to achieve (Lewi, 2019).

Motivation represents all the things that motivate an individual based on external rewards like money or praise. These types of motivation are more common than intrinsic motivators and include achieving things due to a tangible incentive, fear, or expectation, all of which depend on external factors. Like intrinsic motivation, extrinsic motivation can sometimes be negative. For example, you can be motivated to perform better at your job due to fear of being fired. This shows that extrinsic motivation, like its high-level counterpart, has many different motivational-types that highlight a specific external motivational driver and explains how effective it is at motivation (Daniel, 2020).

Gender is a strong predictor of human conduct and differences documented on attitude and behaviour that affect academic performance in between males and females, (Bulus, 2020). It is believed that student's academic motivation is differentiated into school subject areas, with students having higher motivation for some subjects than others (Filibus,

2018). Similarly, differences have been found in behaviour; boys are more likely to be identified as troublesome in English Language compared to other subjects such as Mathematics, Art and Physical Education. Zala (2020) attributed the differences in performance between boys and girls to the school environment and programmes and that prior to attending school, general intelligence of girls was higher than that of boys but the position gradually reversed. According to Natu, (2017), girls excelled in English language more than male students at the primary and early secondary school years. Supporting this position, Wale (2017) held the opinion that girls do better at all levels than boys in achievement even in areas such as language and arithmetic where boys seemed to excel, girls seem to have better grades.

Secondary school students are facing challenges which include adapting to their new image, the growing academic demands, establishing vocational goals, learning to control sexuality, emotional and psychological independence from their parents. Ali, (2018) posited that secondary school students need an effective guidance and counseling services to assist them overcome their various challenges. As such, these services will motivate students achieve better in their academic pursuit. From the foregoing, the study investigated relationship between senior secondary schools motivation and academic achievement among students in Shongom Local Government Area.

The academic achievement of students in Senior Secondary Certificate Examination (SSCE) over the years is low based on the examination report 2021 given by Gombe State Ministry of Education. Many students could not meet or get the required number of credits, more especially in the subjects required as condition for getting admission into tertiary institutions. The factors leading to these failures based on the Ministry of Education include lack of interest in the subjects taught, special needs, influence from peer pressure, lack of self-disciplines and poor motivation. The academic achievement of students in senior secondary schools in Shongom Local Government Area is low over the years. This is largely due to poor funding of the sector which has led to shortage in the supply of learning materials and human resources. Inadequate qualified teachers, shortage of classroom, lack of libraries in

some secondary schools, lack of laboratories, and poor remuneration of teachers has affected student's academic achievement. The economic crisis experienced by some parents has impacted on the education system and had played a major role in the decline of the academic achievement of students at secondary schools (Ola, 2020). Lack of motivation from the teacher sometimes make students not to have an interest in the subject, lack of good teaching method will also make students to pay less attention during classes as a result, some may not copy notes, some may not write their assignment, test, and all these have an influence in their academic achievement. Student's factors, as a major stakeholders in academic achievement has their own roles to play, like students' time management for practice, self-motivation, engagement in extra lessons and attitudes that could aid their academic achievements, but senior secondary school students currently lack planning for all these factors that will improve their academic achievement (Sunday 2018). There is dearth of study on relationship between senior secondary school students' motivation and academic achievement in shongom local government area of Gombe state, hence this study. The specific objectives of the study are to:

- i. Determine the relationship between motivation and academic achievement of senior secondary school students in Shongom Local Government Area.
- ii. Determine the differences in motivation between male and female senior secondary school students in Shongom Local Government Area.
- iii. Determine the differences between academic achievement of male and female senior secondary school students in Shongom Local Government Area.

Research Questions

- i. What is the relationship between motivation and academic achievement of senior secondary school students in Shongom Local Government Area.?

- ii. What is the differences in motivation between male and female senior secondary school students in Shongom Local Government Area?
- iii. What is the differences between academic achievement of male and female senior secondary school students in Shongom Local Government Area?

Methodology

Descriptive design of correlational type was used; the design provided the researcher with opportunity to find out the relationship between dependent and independent variables, that is motivation and academic achievement. Therefore, a correlational design was used for this study. According to (Peter, 2018) correlational design is concerned with the measurement of the degree of relationship between two or more variables for the purpose of making prediction. The correlational research design is considered appropriate since the study is interested in gathering information from a representative sample of senior secondary school students in Shongom Local Government Area, with the aim of finding the relationship between the research variable. The population of this study consisted of SS II students of senior secondary schools in Shongom local government area, whose total population is five thousand eight hundred and forty.(5,840). The sample of this study is 20% of the total population which is One Thousand One Hundred and thirty (1130). Due to the large number of schools and the size of population, it is not easier for the researcher to administer the research questionnaire to all the schools and the entire students. As a result, the researcher used random sampling technique to select the schools. Out of nineteen (19) public senior secondary schools in Shongom Local Government Area, the researcher randomly selected eight (8) public senior secondary schools in Shongom Local Government Area. The sample was shared proportionately between the schools.

In each school, the selected students were gathered in a separate classroom and each student sat separately on a single seat. It was given to students at the same time; the student was supervised by the researcher

and some of the teachers in the sampled schools. Students were asked to read the instructions carefully and ask questions where it is not clear before responding to any question. The respondents were not allowed to share ideas, this has enabled them give their sincere responses as regard to questionnaire that was administered to them. The filled instruments were collected by the researcher immediately after they have finished answering the questionnaires. The data obtained in this study were analyzed using descriptive and inferential statistics. Hypothesis one was tested using Pearson Product Correlation Moment (PPMC), Hypotheses two and three were tested using independent t-test, all hypotheses were tested at 0.05 level of significance.

Results

In analyzing the results, 1,130 questionnaires were distributed in the 8 senior secondary schools.

Research Question One: What is the relationship between motivation and academic achievement of senior secondary school students in Shongom Local Government Area?

Table 1: PPMC showing relationship between motivation and academic achievement

Variables	N	Mean	SD	r	p-value
Academic Achievement	1130	28.03	9.937	.067	.004
Learner Motivation	1130	65.75	8.215		

Correlation is significant at 0.05.

The above table shows that 1130 respondents participated in the study. It also shows that significant relationship exists between learner motivation and academic achievement of secondary school students. The mean score of Academic Achievement is 28.03 and standard deviation is

9.937 and ($r=.004$). The result implies that there is significant relationship between academic achievement and learner motivation among senior secondary school students; this is because the p- value which is .004 is lower than 0.005 level of significance. Therefore, the null hypothesis which states that there is no significant relationship between motivation and academic achievement among students of senior secondary schools is hereby rejected.

Research Question Two: What is the differences in motivation between male and female senior secondary school students in Shongom Local Government Area?

Table 2: Differences in motivation between male and female senior secondary school students in Shongom Local Government Area

Gender	N	Mean	Std	df	t-cal	pvalue	Decision
Male	662	28.71	9.803	1128	2.740	.06	Accepted
Female	468	27.07	10.058				

Table 2 above reveals the analysis of independent sample t-test which shows that there is no significance difference in motivation between male and female students. This is due to the fact that the calculated significant p-value of .06 is higher than the 0.05 level of significance while the t statistics is value 2.740. The calculated mean of learner motivation is 28.71 and 27.07 for male and female students respectively.

Research Question Three: What is the differences between academic achievement of male and female senior secondary school students in Shongom Local Government Area?

Table 3: Differences between academic achievement of male and female senior secondary school students in Shongom Local Government Area

Variables	N	Mean	SD	t	p-Value	Decision
Male	662	64.85	8.540	-4.434	.000	Rejected
Female	468	67.03	7.558			

Results from table 3 above presents the analysis of differences between male and female students’ academic achievement using independent sample t- test. The result indicated that significant difference exists between male and female students’ academic achievement whereby female students have higher academic achievement than their male counterpart. This indicated the mean value of the respondents which shows 64.85 for male and 67.03 for female who have the higher mean and the p- value of .000. This indicated that significant difference exists.

Discussion of Findings

The research is carried out and it was discovered in table 1 that; senior secondary school students’ relationship between motivation and academic achievement was positively related and significant; Pearson’s $r = .067$, and this implies that there is a relationship between motivation and academic achievement of students because the p-value of .004 is less than the 0.05 level of significance.

Results from table 2 shows that male and female students do not significantly differ in their motivation ($t\text{-cal} = 2.740$, $p = .006$). This is because the p-value (.006) is greater than the .005 level of significance. This implies that senior secondary school students’ motivation is independent of their gender. It was concluded that motivation is very important in teaching and learning because motivation enhances academic achievement of students.

Finally, Results from table 3 shows that male and female students significantly differ in their academic achievement [$t\text{-cal} = -4.434$, $p =$

.000), this is because the p-value (-4.434) is less than the .005 level of significance. The result also reveals mean value of 64.85 for male and 67.03 for female students' academic achievement. It also indicated that female students have the higher academic achievement than their male counterpart.

Conclusion

Based on the result of the findings, it was concluded that relationship between motivation and academic achievement is very vital and it contributes immensely towards improving the academic achievement of senior secondary school students in Shongom local government area of Gombe state.

Recommendations

Based on the research finding, the following are recommended.

3. Teachers should view themselves as active socialization agents capable of stimulating students' motivation to learn.
 - ii The teacher should understand that various talk dimensions can also foster motivation to learning

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