

NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

ISSN - 1116-0381

VOLUME 20, NO.1 MARCH, 2021

<http://ejournals.unilorin.edu.ng/journals>

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Printed in Nigeria by
Haytee Press and Publishing Company
No.2, Mejindadi Street, off Oja-Iya Area,
Ilorin, Kwara State
08038282074

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EFFECTS OF PROCEDURAL AND HIERARCHICAL TASK ANALYSIS ON SOUTH-EAST POLYTECHNICS STUDENTS' INTEREST AND ACADEMIC ACHIEVEMENT IN SALES MANAGEMENT

KANU, JUDITH AMAKA

NERDC

&

OBI CHIAKA A.

Dept. of Business Education, University of Nigeria, Nsukka

Abstract

The study focused on the effects of Procedural and Hierarchical Task Analysis on South-East Polytechnic Students Interest and academic Achievement in sales management as effective instructional techniques. Six null hypotheses were tested at 0.05 level of significance. The study adopted a quasi-experimental research design. The population for the study comprised 357 HND1 students made up of 155 males and 202 females that offered marketing in six polytechnics. Purposive sampling was used to select two polytechnics in the area. The sample for this study was 56 HND1 students of marketing in intact classes from two purposively selected polytechnics. Two sets of instrument were used for data collection. These include: 60-items multiple choice Sales Management Achievement Test (SMAT) and 30-items Sales Management Interest Inventory (SMII). The reliability of the SMAT was established using Kuder Richardson 21 (K-R 21) formula in which a coefficient of 0.61 was obtained while Cronbach Alpha method was used to establish the internal consistency of the SMII in which a coefficient of 0.75 was obtained. Analysis of Covariance

(ANCOVA) was used to test the null hypotheses at 0.05 level of significance. Based on the data collected and analyzed, the study found that the treatments (PTA and HTA) increased interest and academic achievement of the HND 1 students in sales management and that gender of the students does not have influence on their interest and academic achievement in sales management in relation to the treatments (PTA and HTA) given. There was significant ($p < 0.05$) difference in the mean achievement scores and interest ratings of HND 1 students exposed to PTA and those exposed to HTA. Based on these findings, the study among others recommended that teachers and lecturers should be encouraged by educational administrators to adopt the use of these techniques for instructional delivery.

Introduction

Sales management is a vocational course in marketing offered in the tertiary institutions. In the polytechnics, sales management is offered at HND1 level to give relevant training to students for the achievement of the objectives of marketing programme. Sales management as described by the American Marketing Association (AMA, 2007) is the planning, directing and controlling of personal selling including recruiting, selecting, equipping, assigning, routing, supporting, paying and motivating as these tasks apply to the sales force. The content area of sales management includes: personal selling; sales force recruitment and selection process; sales force training process; sales force motivation and compensation process and sales force communication process. These contents are delivered to students by lecturers for the achievement of the objectives.

A lecturer is a person who gives speeches and presentations, often as part of his or her profession. Most lecturers in polytechnics are graduates of marketing programme in Business Administration

faculties in the universities who may not have been exposed to the methodology and pedagogy of instruction in education. So, they teach the contents of their subject areas through the conventional method (lecture). This may be responsible for the lack of acquisition of employability skills by their graduates and interest in marketing while in school. Commenting on the methods used in teaching students by lecturers, Okebukola (2007) posited that most higher education lecturers including polytechnics are inadequately prepared both in content and pedagogy, and therefore could not teach well, or at worst impart wrong knowledge of which combined to have negative effect on the performance of the students they teach. The method of teaching adopted by the polytechnic lecturers can be improved on through the integration of task analysis (TA) in order to produce skilled graduates who are employable.

A Task Analysis (TA), sometimes called operations analysis, is a systemic collection of data about a specific job or group of jobs to determine what an employee should be taught and the resources he or she needs to perform such task (DeSimone, Werner, Harris, 2002). Task Analysis defines the training or learning needs by supplying the required process and/or steps to perform a task that supports the objective. As a consequence, a task analysis defines what individuals and teams are both doing and should be doing in order to contribute to current results, the purpose is to systematically describe, document, and analyze the activities, procedures, processes, and resources that are used by individuals or groups to accomplish current results (World Bank International evaluation group 2007).

The purpose of conducting task analysis is to clarify the outcomes of instruction, decide which outcomes should be further analysed and developed, analyze the components and requirements of those outcomes, arrange or rearrange those components into an

instructional sequence, and determine the cognitive/affective/skill/learning requirements of those component tasks. A comprehensive task analysis is an outline of instructional sequence and it assures the instructional designer that there are no gaps in the instruction. Instructional designers perform task analysis in order to determine: the goals and objectives of learning, operational components, task to perform, skills needed, knowledge needed to perform the task, what should be taught, sequence of task performed, learned and taught, how to select instructional strategies, activities, media, environments, and how to construct performance assessments and evaluation (Jonassen, Tesmer & Hannum, 1999). The aim of conducting TA is to determine a fair-proof way of transferring knowledge and skills to the learners. In order to develop an instructional guide for teaching sales management, the application of the principle of task analysis is inevitable because it gives the learners the power to identify every skill, piece of information, and talent that they must master. There are two types of task analysis. These are procedural task analysis (PTA) and Hierarchical task analysis (HTA).

Procedural Task Analysis (PTA) is a process of documenting people, things, workplace, expertise in terms of precisely what people are required to know and be able to do to perform a task (Swanson, 2000). Unlike learning an idea or opinion, in PTA events are well- defined so that each step is clear and explicit to the learner. Procedures can be simple, such that the learner follow one set of step in a sequence or complex, with many choices that the learner must make. In spite of the complexity of the procedure, a PTA breaks down the mental and/or physical steps that the learner must go through so that the task can be successfully accomplished. Oftentimes the steps throughout the task, from start to finish, as well as any decisions that the learner must make are arranged in a

flowchart, or in an outline form. This study adopted a procedural task analysis in an outline form.

Procedural task analysis (PTA) has the following advantages: it can be learned quickly and applied to a wide range of tasks in different settings, it is applicable to tasks in industry, businesses and military because it is suitable for sequential and observable tasks, with few adaptations it can also be used to analyze more covert cognitive activities. It allows for measurement and observation of all task steps as well as other TA methods. It can be used as a problem-solving tool (Jonassen and Hannum, 1991). PTA can also be used in analyzing cognitive activities provided the steps can be described as observable performance.

When an instructional objective indicates that the learner will use a concept, apply a rule, or solve a problem, Hierarchical Task Analysis (HTA) can pinpoint the prerequisite skills to perform that objective. A HTA shows those prerequisite skills in an orderly hierarchical relationship. In HTA, the lowest skills on the chart will be learned before the higher-ranking ones, up to the terminal objective. These lower objectives are prerequisite to the higher level skills. That is why HTA is often referred to as prerequisite analysis. Hierarchical Task Analysis according to Enbrey (2000) is an organised way of narrating how work is done in order to meet the total objective of the job. It includes recognizing in a top down manner the entire goal of the task, then the various sub-tasks and the circumstances under which the tasks should be carried out in order to achieve the goal. In this way difficult task can be represented in a hierarchy procedure. Gagne and Medsker (1996) noted that the first step in Hierarchical Task Analysis is to state the overall objective of the task that the learner is expected to achieve. The task is further broken into smaller tasks, with a plan stating when they are to be carried out. The plan is an important part of

Hierarchical Task Analysis because it describes the procedures the learner must follow in order to accomplish the task. In a Hierarchical Task Analysis, a task is broken down from top to bottom, thereby, showing a hierarchical relationship amongst the tasks, and then instruction is sequenced bottom up.

HTA has the following advantages: it identifies the content that must be taught for an objective to be mastered, it identifies effective instructional sequence. It complements procedural or informational process analysis. It removes non-essential contents and in this way, makes instruction more efficient. It structures a curriculum according to learning dependencies and is used by instructional designers to answer the question what must be learned in order to learn the terminal objective. It is used to diagnose failure in learning by identifying the prerequisites that learners fail to master (Jonassen, Tessmer and Hannum, 1999).

In polytechnics, students have been graduating with the award of Higher National Diploma (HND) certificates because they satisfied the requirements of the institutions, but outside they could not be employed because they lack the necessary skills required in the workplace. In situations where they are employed, they are usually retrained by their employers. This has limited the number of graduates the employers of labour could employ thereby resulting to high rate of unemployed graduates (Limin, 2006). The necessity of post-employment remedial training is proving to be very costly to businesses because the inefficiencies of the polytechnic graduates are transferred to businesses and to the national economy as a whole.

The employers of labour blamed the inefficiency of these graduates on the method of training they were exposed to by their lecturers while in school. Most polytechnic lecturers are graduates in

marketing in Business Administration faculties in the universities. They were not exposed to the methodology and pedagogy of instruction in education. They teach the contents of their subject areas through conventional method without practice (Okebukola, 2007). Hence the polytechnics produce graduates who are unemployable due to lack of employability skills. The unemployability of these graduates defeats the very fundamental objective of education for self-reliance. If there is no cultivation of relevant workplace skills and attitude in polytechnic education, there is the likelihood that the concept of self-reliance as enshrined in the National Policy on Education (2014) would not be achieved which calls for immediate attention. If polytechnic students are made to learn to practice, it may help in providing the necessary skills required for employment. Therefore, there is need for an instructional strategy that could help students learn to practice, sustain students' interest to acquire skills in sales management and become better prepared for work in the industry. Hence task analysis is involved in this study in the direction of helping students learn to practice. Even though task analysis is purported to have the potential to enhance skill acquisition, it is not quite certain whether PTA or HTA may be more effective in achieving better learning outcome in sales management as well as facilitating and sustaining students interest, hence the need for this study.

Hypotheses

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

- Ho₁: There is no significant difference in the mean achievement score of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA).
- Ho₂: There is no significant difference in the mean achievement scores of students taught sales management with Procedural

Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA) based on gender.

H₀₃: There is no significant interaction effect of treatments (PTA and HTA) and gender with respect to students' mean achievement scores in sales management.

H₀₄: There is no significant difference in the mean interest scores of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA).

H₀₅: There is no significant difference in the mean interest scores of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA) based on gender.

H₀₆: There is no significant interaction effect of treatments (PTA and HTA) and gender with respect to students' mean interest scores in sales management.

Methodology

The study adopted a quasi-experimental research design. Specifically, the study employed the pre-test, posttest non-equivalent group design. The pre-test was used to establish the level of achievement at which the students functioned in sales management prior to the treatment. At the end of the treatment the post-test was conducted. The population for the study comprised 357 HND1 students made up of 155 males and 202 females offering marketing in six polytechnics in South-East, Nigeria. Purposive sampling was used to select two polytechnics in the area. The criteria for the selection of the polytechnics was based on Polytechnics with recently NBTE accredited programme i.e. qualified marketing teachers, approved marketing programme with sales management components, adherence to minimum teacher-student ratio of 1-40 and approved required facilities. The sample for this study was 56 HND1 students of marketing in intact classes

from the two purposively selected polytechnics. The experiment was conducted during the normal school lesson period by the regular marketing lecturers of the various polytechnics under the supervision of the researcher. Prior to the commencement of the experiment, all students were subjected to a pre-test in order to obtain the pre-test scores for the study. The administration of the pre-test took place a week before the treatment in the polytechnics. The pre-test was administered to both treatment groups before the commencement of the experiment. The two schools involved in the study were randomly assigned to treatment group A and treatment group B. Group A was taught with Procedural Task Analysis (PTA) technique while group B was taught with Hierarchical Task Analysis (HTA) technique. After the administration of the pre-test, the regular marketing class lecturers in the various schools commenced the experiment in both groups (PTA and HTA). The experiment was done during the normal school hours using the school time-table for the classes. The duration for the experiment was six weeks. Each group met once a week for a period of 120 minutes (two periods). At the end of the experiment, the lecturers administered the post-test to the subjects in the two groups (PTA and HTA). Two sets of instrument were used for data collection. These include: 60-items multiple choice Sales Management Achievement Test (SMAT) and 30-items Sales Management Interest Inventory (SMII). The reliability of the SMAT was established using Kuder Richardson 21 (K-R 21) formula in which a coefficient of 0.61 was obtained while Cronbach Alpha method was used to establish the internal consistency of the SMII with a coefficient of 0.75 obtained. Analysis of covariance (ANCOVA) was used for testing the null hypotheses at 0.05 level of significance.

Results

H₀₁: There is no significant difference in the mean achievement score of students taught sales management with Procedural

Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA).

Ho₂: There is no significant difference in the mean achievement scores of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA) based on gender.

Ho₃: There is no significant interaction effect of treatments (PTA and HTA) and gender with respect to students mean achievement scores in sales management.

The data for testing hypotheses 1, 2 and 3 are presented in table 1.

Table 1: Summary of Analysis of Covariance (ANCOVA) showing effect of PTA and HTA on students' academic achievement in Sales Management

Source	Sum of Squares	df	Mean Square	F-cal	Sig. (p-value)
Corrected Model	194.880 ^a	4	48.720	3.049	0.025
Intercept	2487.496	1	2487.496	155.691	0.000
Pretest	42.616	1	42.616	2.667	0.109
Group	80.172	1	80.172	5.018	0.029
Gender	35.020	1	35.020	2.192	0.145
Group * Gender	8.202	1	8.202	0.513	0.477
Error	814.834	51	15.977		
Total	121724.000	56			
Corrected Total	1009.714	55			

a. R Squared = .693 (Adjusted R Squared = .630)

The result presented in Table 1 showed that treatment as main factor had significant effect on students' achievement in sales management test. The F-calculated (F-cal) value of 5.018 and the p-value of 0.029 which is less than 0.05 level of significance indicated that there was significant difference in the Gained Mean Achievement Scores of students taught sales management based on

the treatments (PTA and HTA) given. Therefore, the null hypothesis of no significant difference in the mean achievement scores of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA) was rejected.

For the effect of gender on academic achievement, the result in the table showed that, the F-calculated value of 2.192 and p-value of 0.145 which was greater than 0.05 level of significance indicated that there was no significant difference in the mean achievement scores of male and female students in the sales management achievement test. Therefore, the null hypothesis of no significant difference in the mean achievement scores of male and female students taught using PTA and those taught with HTA was accepted.

For the interaction effect, that is Group*Gender, the F-calculated (F-cal) value was 0.513 while the p-value was 0.477 which is greater than 0.05 level of significance. This indicated that there was no significant interaction effect of the treatments (PTA and HTA) and gender with respect to students sales management mean achievement scores.

Ho₄: There is no significant difference in the mean interest scores of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA).

Ho₅: There is no significant difference in the mean interest scores of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA) based on gender.

Ho₆: There is no significant interaction effect of treatments (PTA and HTA) and gender with respect to students' means interest scores in sales management.

The data for testing hypotheses 4, 5 and 6 are presented in table 2.

Table 2: Summary of Analysis of Covariance (ANCOVA) showing effect of PTA and HTA treatments on Students' Interest in Sales Management

Source	Sum of Squares	DF	Mean Square	F-cal	Sig. (p-value)
Corrected Model	0.512 ^a	4	0.128	1.668	0.172
Intercept	20.253	1	20.253	264.140	0.000
Pretest	0.139	1	0.139	1.811	0.184
Group	0.095	1	0.095	3.270	0.044
Gender	0.220	1	0.220	1.240	0.272
Group * Gender	0.006	1	0.006	0.072	0.789
Error	3.910	51	0.077		
Total	1129.370	56			
Corrected Total	4.422	55			

a. R Squared = .556 (Adjusted R Squared = .526)

The result presented in Table 2 showed that treatment as main factor had significant effect on students' interest in studying sales management. The F-calculated (F-cal) value of 3.270 and the p-value of 0.044 which is less than 0.05 level of significance indicated that there was significant difference in the Gained Interest Scores of students taught sales management based on the treatments (PTA and HTA) given. Therefore, the null hypothesis of no significant difference in the mean interest ratings of students taught sales management with Procedural Task Analysis (PTA) and those taught with Hierarchical Task Analysis (HTA) was rejected.

The result in the table showed further that, the F-calculated value of 1.240 and p-value of 0.272 for gender which was greater than 0.05 level of significance indicated that there was no significant difference in the mean interest ratings of male and female students in the sales management interest inventory. Therefore, the null hypothesis of no significant difference in the mean interest ratings of male and female students taught with PTA and those taught with HTA was accepted.

For the interaction effect, that is Group*Gender, the F-calculated (F-cal) value was 0.072 while the p-value was 0.789 which is greater than 0.05 level of significance. This indicated that there was no significant interaction effect between the treatments (PTA and HTA) given to students and their gender with respect to sales management mean interest scores.

Discussion of Findings

The findings of this study in respect to the effects of task analysis on students' academic achievement showed that PTA and HTA techniques significantly increased academic achievement of students in sales management achievement test. Although, the mean achievement scores of students taught sales management with PTA (23.36) was slightly higher than that of the HTA techniques with a mean score of (23.23)

The findings of this study is in agreement with the findings of Raymond (2013) who investigated the comparative effect of Cognitive Task Analysis (CTA) and Traditional Task Analysis (TTA)-based instructional guide on Technical College students' achievement and interest in Electronics Work in North Central, Nigeria and found that CTA-based instructional guide is more effective in improving students' achievement and interest in Electronics Work than TTA-based instructional guide.

The findings of this study as regards to the effects of task analysis on students' interest in learning sales management showed that both PTA and HTA techniques significantly increased students interest in learning sales management. The findings of the study are in line with the result of the study of Madala (2013) whose finding showed that modern teaching techniques significantly increased students interest in studying vocational subjects in high schools. The findings of this study on effects of gender on academic achievement of students showed that both PTA and HTA techniques significantly increased the achievement of both male and female students in sales management achievement test.

This findings agreed with that of Okoli and Nwosu (2010) who investigated the effects of the integrated instructional model on students' achievement in advanced financial accounting in Nigerian universities and found that integrated instructional model (IIM) is superior to the conventional teaching method in enhancing achievement in advanced financial accounting and that there was no significant differential effect on the mean achievement scores of males and females in advanced financial accounting. The test of interaction revealed that gender had no significant interaction with teaching methods on achievement in advanced financial accounting.

The findings of this study on effects of gender on students' interest in learning sales management showed that both PTA and HTA techniques significantly increased the students' interest towards learning sales management. The findings of this study on gender and interest contradicted the findings of Ngwere, (2002) who studied gender participation in technical training institution in Kenya and found that female participation and interest in technical and vocational training was relatively low compare to high

participation and interest of male counterpart in vocational and technical education and training.

Conclusion

The conventional lecture method employed in teaching graduates while in training seem inadequate for equipping them for better academic achievement, interest and mastery of required skills for work on graduation. The continuous trend in producing these crops of unemployable polytechnics graduates requires urgent attention hence, the country may continue to seat on a keg of gun powder. The use of PTA and HTA for teaching will enhance skill acquisition required for polytechnic students' employability as well as improved advancement and productivity in the workplace.

Recommendations

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

1. Both PTA and HTA could be used for instructional delivery, but PTA with slightly higher students' achievement and interest scores could be favoured.
2. PTA and HTA should be integrated into the curriculum for preparing teachers as instructional strategies.

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INFLUENCE OF SOCIAL DETERMINANT ON ANTENATAL CARE SERVICES UTILIZATION AMONG RURAL PREGNANT WOMEN IN NORTHWEST, NIGERIA

OGUEJIOFOR, HELEN UZOCHUKWU

Home Economic Department

School of Vocational and Technical Education

Shehu Shagari College of Education Sokoto

helenbale_21@yahoo.com

Abstract

This study assessed the influence of social determinants on antenatal care services utilization among rural pregnant women in Northwest, Nigeria. Thus this study assessed the level of education, income, among rural pregnant women in Northwest, Nigeria. The objectives were to assess; (i) the influence of level of education on antenatal care service utilization among rural pregnant women, (ii) the influence of level of income on antenatal care service utilization among rural pregnant women. The study used a descriptive survey research design. The population comprised 2,138 respondents who were randomly selected with a sample size of 215. Descriptive statistics of frequencies, percentages, means and standard deviations were used to answer the research questions. The findings of the study revealed that level of education and income of rural pregnant women influenced their utilization of antenatal care service provided to them by the Government.

Keywords: Antenatal, Social determinants, pregnant women, North-west

Introduction

Maternal well-being means making sure that all women receive the care they require to be safe and healthy throughout pregnancy and childbirth. A woman's health is a critical area that reflects national health standards and basic to women's advancement. Antenatal care is defined as occurring before birth, prenatal or diagnostic procedures or examination during pregnancy (American Heritage Dictionary, 2017). Prenatal care is a type of preventive health care to provide regular check-ups that allow doctors or midwives to treat and prevent potential health problems throughout the pregnancy while promoting healthy lifestyles and benefits for both mother and children. In addition, ANC provides women and their families with appropriate information and advice for a healthy pregnancy, safe birth, and postnatal recovery, including care of newborn, promotion of early exclusive breastfeeding and assistance with deciding on future pregnancies to improve pregnancy outcomes.

Antenatal care has long been considered a basic component of any reproductive health care programme. Different types of antenatal care models have also been put into practice all over the world. For instance, most developed countries use prenatal care which is based on a larger number of visits between 8-10 visits which include starting antenatal care as early as conception takes place to monthly visits up to 28 weeks which is followed by weekly up to 36 weeks till delivery. According to Tukur and Oche (2015), pregnant women in these high-income countries receive adequate antenatal care which includes frequent tests and ultrasound examination. The women also give birth under the supervision of medically trained personnel and have access to emergency treatment if complications arise. But this is not the case in most developing countries like Nigeria where many of these women who attend antenatal care clinics come only once or twice and sometimes late in pregnancy.

Antenatal care services utilization plays a dual role in the attainment of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). While it is one of the indicators of the MDGs on the improvement of maternal well-being, it also contributes to some of the indicators of MDGs on the reduction of child mortality. Health care utilization refers to the use of health care services including antenatal care. People use health care for many reasons including preventing and curing health problems, promoting, maintenance of health and "well-being or obtaining information about their health status and prognosis. Utilization is the measure of the population's use of the health care services available to them. This includes the utilization of hospital resources, personal care and physical resources. Health care utilization and health status are used to examine how efficiently a health care system produces health in a population. Therefore the need for proper utilization of antenatal care services by women" (WHO, 2014).

Azuh (2011), these factors can be classified into two for easy understanding. Social determinants of health care are the conditions in which people are born, grown, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels.

In North-West Nigeria, the decision to seek health care is made by either the head of the family or the husband. In a situation where these are not available, the woman may need to wait. In the process of waiting, her labour may progress, hence this may lead to a late presentation at the hospital. It may be very difficult for the woman who is already in advanced labour to timely reach the health centre. Reaching the health centre in time also depends on the availability of resources (money, ambulance, public transport) to aid in taking the woman to the health centre. Obstetric complications are not

often predictable and can happen when the family does not have money. There is also the challenge of the use of waiting homes. This is because the family cannot be sustained without the women since the role of child care and cooking are always performed by the women (Fawole& Adeoye, 2015).

United Nations International Children's Emergency Fund (UNICEF), Nigeria 2016). For instance, the percentage of births handled by skilled professionals range from as high as 81.8% in the South East but as low as 9.8% in the North West. Similarly, 90.1% of women in the North West are more likely to give birth at home compared to 22.5% in the South West (National Demographic Household Survey 2013). In addition, North West is next to North East which has an estimated maternal mortality rate of 1,549 which is more than five times the global average.

There is a relationship between educational attainment and maternal death. Thaddeus and Maine, (2016) opined that formally educated women are better able to break away from traditions to utilize modern means of safeguarding their health. This is following Adamu (2011) study of gender implications for women's survival in South Asia. The researchers found that educated women were better able to utilize health facilities available in the community to their advantage. Mother's education has contributed significantly to increased health facility utilization in previous studies. Furthermore, the Nigeria Demographic and Health Survey 2013 reported that only 10% of deliveries to mothers with no education occurred in health facilities compared to 90% of deliveries to mothers with education (Nigeria Demographic and Health Survey, 2013). This further emphasizes the importance of education in decision making.

Education serves as a proxy for information, cognitive skills, and values: education exerts an effect on health-seeking behaviour

through several pathways. These pathways include a higher level of health awareness and greater knowledge of available health services among educated women, improved ability of educated women to afford the cost of medical healthcare, and their enhanced level of autonomy that results in improved ability and freedom to make health-related decisions, including choice of maternal services. (Idris, Sambo, & Ibrahim, 2013). Educated mothers are more likely to take advantage of public health-care services than other women, but it may also impart feelings of self-worth and confidence as well as reduce the power differential between service providers and clients, thereby reducing the reluctance to seek care.

National wealth is not a necessary condition for maternal mortality reduction. Likewise, Singh, Pallikadavath, Ram & Alagarajan (2014) revealed that income was not a significant determinant of antenatal care service utilization. Interestingly, in many developing countries, women are reluctant to seek antenatal care services from health centres, even when they are provided free of charge. However, it was found that there was a significant association between socioeconomic class and health-seeking behaviours. Similarly, in a study of maternal health care in Thailand, Raghupathy, (2010) found the positive impact of income on health service use. Singh *et al.*, (2014), identified that household wealth was associated with antenatal care use. From the above findings, it is very clear that the economic status of women is important for the frequency of antenatal care visits.

The cost of antenatal care services, prescription of drugs and transportation determine the affordability of antenatal care services. For instance, Amosuet *al.*, (2011) found the cost to be a critical determinant of health care access in Nigeria. They argued that this is mostly a rural concern where a large percentage of the population lives in poverty and have difficulty paying for services. People

residing in rural area pay a large proportion of their income than their urban counterparts. Studies in Nigeria, Swaziland, Ghana, and Uganda showed a decline in the use of health services as a result of the introduction of user's fees. In Tanzania, there was a 53.4% decline in antenatal care while Nigeria reported a 56% rise in maternal mortality after the introduction of user's fees (Atuyambe *et al.*, 2014).

In Nigeria, several studies found that low-income people have higher incidences of illnesses but use services less often (Anh, 2013), showed that an increase in the cost of health care especially affects the poorer patients who need to make a return visit to a health care facility and those who deem their illness not serious enough to seek care. As women in many developing countries are expected to conform to social and gender roles and remain at home to perform household work, they cannot develop economic independence. As a result, they may be unable to afford services, especially since essential goods such as food and education must be purchased before health care, thus making their access to health care services limited.

Purpose of the Study

The study assessed the influence of social determinants influencing antenatal care service utilization among rural pregnant women in North West, of Nigeria. However, the specific objectives are to assess these influence of;

1. Level of education on antenatal care services utilization among rural pregnant women in North West, of Nigeria.
2. Level of income on antenatal care services utilization among rural pregnant women in North West, Nigeria.

Research Questions

In line with the specific objectives, the following research questions were structured:

1. What is the influence of level of education on antenatal care services utilization among rural pregnant women in North West, of Nigeria?
2. Does the level of income influence antenatal care services utilization of rural pregnant women in North West, of Nigeria?

Methodology

The study adopted a descriptive research survey design. Descriptive survey research describes behaviours by gathering people's perceptions, opinions, attitudes and beliefs about a current issue, for example, antenatal care services. A descriptive research survey, according to Daramola (2006), is the systematic attempt to describe the characteristics of a given population or areas of interest, factually. Probably that is why Sambo (2008), observed that it is a research method that aims at describing, recording, analyzing and interpreting existing conditions that yield valid and reliable education research results.

The population of this study comprised 6,245 pregnant women in the seven states of North West, Nigeria attending antenatal care services in each senatorial district selected. However, only 2,138 pregnant women from three states which were randomly selected by balloting constituted the population for this study, namely, Jigawa, Katsina and Sokoto State. The sample size was 215 rural pregnant women which were selected from a population of 2138.

Results

Research Question One: what is the influence of level of education on antenatal care services utilization among rural pregnant women in North West Nigeria?

Table 1: Weighted Mean score of respondents on level of education on antenatal care services utilization in North-West Nigeria

S/N	Item Statements	S	A	D	S	N	4	3	2	1	Σ	\bar{X}	Std	Decision
		A			D									
1	I am not educated, so I do not know about booking for ANC	64	119	32	0	215	256	357	64	0	677	3.2	1.8	Agree
2	I only have primary education which makes it difficult to understand the process of ANC	76	10	76	53	215	304	30	152	53	539	2.5	1.6	Agree
3	I prefer traditional birth attendants because they speak my local language	76	75	54	10	215	304	225	108	10	647	3.0	1.7	Agree
4	I registered late for ANC because that is when I think it is important to do so	54	75	10	76	215	216	225	20	76	537	2.5	1.6	Agree
5	Since I do not always fall sick, I attend ANC only once within a pregnancy period	54	108	31	22	215	316	324	62	22	624	2.9	1.7	Agree
6	I learnt about ANC from my friends when they visited me	32	86	97	0	215	128	258	194	0	580	2.7	1.6	Agree

Decision Rule: 2.5, Source: Field Work, 2019

Table 1 revealed that rural pregnant women in North West Nigeria belong to the group of pregnant women who did not know about ANC booking due to no proper education, with a mean of 3.2. For instance, those who had primary education scored with a mean of 2.5 and 3.0 for item statements 2 and 3, and 2.9 for preference to traditional birth attendants and not falling sick respectively. Also, the value of standard deviation was not too high from each other. This was evidence to show that level of education of pregnant women influences their antenatal care services utilization in the study area.

Research Question Two: What is the influence of level of income on Antenatal care services utilization among rural pregnant women in North West Nigeria?

Table 2 Weighted mean score of respondents on level of income on Antenatal care services utilization among rural pregnant women in North-West Nigeria

S/n	Item Statement	S A	A	D	S D	N	4	3	2	1	Σ	\bar{X}	S t d	Decision
1	My husband income cannot sufficiently cater for the family	10	108	97	0	215	40	324	194	0	558	2.6	1.6	Agree
2	I do not have a job to earn money to support my Antenatal Care	32	108	75	0	215	128	324	150	0	602	2.8	1.7	Agree
3	My family is large that most of the resources are spent on family needs only	75	43	97	0	215	300	129	194	0	623	2.9	1.7	Agree
4	If Antenatal care is free, I will be able to use it	36	104	75	0	215	144	312	150	0	606	2.8	1.7	Agree
5	High cost of Antenatal care services is a hindrance to my patronage	22	96	75	22	215	88	288	150	22	548	2.5	1.6	Agree

Decision Rule: 2.5, Source: Field Work, 2019

In table 2, results indicated that rural pregnant women’s husbands’ income was not sufficient to cater for their families as well as their ANC. With a mean score of 2.6, lack of jobs to support ANC with a mean of 2.8 which was higher than the weighted mean of 2.5 the accepted agreement level. It was revealed that if ANC were to be free and no high cost involved, utilization could have been better. Thus, there was evidence to show that level of income had an influence on antenatal care services utilization among rural pregnant women in North-West Nigeria since all the mean values in table 4.3 were greater (>) than the agreed 2.5. There was also no much difference in the standard deviation of each variable.

Discussion of Findings

The findings on research question one indicated there was poor utilization of the antenatal care facilities on the part of pregnant women in the sampled areas because they lack education, education through schooling supposed to enlighten them on the facilities available in the hospital that can be accessed during pregnancy. But only a few of them with education accessed the facilities, this call for why the majority of the respondents opted for the traditional birth attendant, and believe that they can only attend the antenatal clinic when they are not sick. This means that the quality of education a pregnant woman has the better their access to antenatal caregivers. This finding is in line with the finding of Azuh (2011) who stated that the educational attainment of respondents is positively associated with antenatal care services utilization. Also, Butawa, Tukur, Idris, Adiri, and Taylor (2011) observed that a positive association existed between the level of education of respondents and antenatal care services utilization.

The second showed that level of income had a positive influence on antenatal care services utilization among rural pregnant women in the area of study. Majority of the respondents attested to the fact that their family resources are inadequate for them to access the quality of facilities available at the antenatal care. Many of them are total dependent on their husbands for financial support among other reasons for the positive influence between income and level of utilization of antenatal care services. The findings agreed with the results obtained from Ajaegbu (2013) which revealed that money or treatment was the major barrier that hindered women from accessing maternal health care services. In the same vein, Idris, Sambo and Ibrahim (2013), revealed that income influenced antenatal care services in North West Nigeria and that the poor income status of women restricted their utilization of antenatal care services which is responsible for the high rate of maternal deaths

and complications. Also from the result obtained in table 4.2 showed that one of the reasons for not being able to utilize antenatal care was high cost with a mean weighted score of 2.5 and another which says that if ANC were to be free with a score of 2.8 indicated that income had a positive significant influence on the ANC services utilization. This was also in line with Akanbiem, Manuwa, Olumide, Fagbamigbe and Adebawale (2013) revealed that free health care services for pregnant women were the main determinant of the utilization of antenatal care.

Conclusion

It is evident from the findings of this study that social determinants such as level of education, level of income, influence antenatal care services utilization among pregnant women in North-West Nigeria.

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MATERNAL NEGLIGENCE, YOUTHS INDECENCY AND UNPEACEFUL NIGERIAN SOCIETY

AFOLABI, ANIFAT ABIODUN

*Social studies Department,
School of Secondary Education,
Arts and Social Science Programme,
Federal College of Education, (SP.) Oyo.
07034203182
afolabianifat2222@gmail.com*

Abstract

Mothers in the olden days were functional and responsible for child bearing, child rearing and home upkeep. They were so important that different attributes were given to them such as men's companion, priceless jewels, home builders, life-wives, supporters, trainers and managers. Also, women imbibed the Nigerian cultural virtues of hard-work, truthfulness, perseverance, tolerance, dedication, respect, humility and lots more that added to their natural beauty. In-fact, the roles performed by mothers in the Nigerian homes were limitless while few that failed to exhibit these Nigerian cultural virtues were odd among the women as a result the Nigerian society was peaceful then. But, in Nigeria of today, maternal negligence is a real problem and it cannot be totally discarded as one of the causes of indecency among Nigerian youths in recent times. When the Nigerian youths are like rotten fruits, will it not affect the sweetness of such fruits? In many homes, mothers have neglected their responsibilities and the effect tells more on the image of the Nigerian society. Therefore, this paper looks at the youths and the Nigerian society and it also discusses the duties of women in the contemporary Nigerian society and it shields more lights on the effects of mothers' negligence on the youths and the Nigerian society. The paper draws conclusion and also recommends that the mothers should wake up from their slumbers

and use their wisdom to train up the youths so that women can really be great and wise for Nigeria to retain a peaceful society that it was known for.

Keywords: Cultural virtues, immoralities, maternal negligence, child rearing.

Introduction

Traditionally, the maternal roles that were expected for the development of the family members, the societies and especially the children cannot be over-emphasized. Each of the ethnic groups believes in cultural heritages and practices, none of the ethnic groups in Nigeria underestimates child bearing and rearing and women cannot be disputed as important figures. The Nigerian cultural heritages can be divided into two groups; material and non-material. These are more encompassing and wide as it covers all that the child needs to know to be a functional and responsible individual that will help in boosting the growth and development of the society at large. Nigeria is distinguished in sub-Saharan Africa because of her “rich manifestations of vast cultural heritages” (Sowunmi, 2008, p.77).

Also, Nnonyelu (2009) added that non-physical or ideological cultural heritages include all intangible and invisible aspects of people’s ways of life such as ideas, folklores, kinship, norms, values, philosophies of life, religious beliefs and practices, music, dance, festivals, traditions, language and knowledge among others. Different aspects of the Nigerian cultural heritages were considered important for the physical needs and to inculcate the virtues that contributed to reasons why women were seen as ambassadors of their homes. In-fact, a cultured and well behaved woman was seen as an asset not only by the husband but by people in the society. Therefore, different ethnic groups considered home training an important part of the girl-child development because she will go out

of the family to represent them in the society and it was a collective responsible of people around her to correct and show her the right direction for the benefit of herself and the society. Then, the joy of motherhood was to have children that will bring glory and praises to the family. Women endured a lot for the sake of the children in the olden days.

Different descriptions have been accorded to the Nigerian women such as salt of life, men's companion and so on. An album titled "obinrin ni mi" meaning "I am female" by Sola Allyson in 2003 describes woman as the angel for the child. Even in the Nigerian traditional societies, women contributed a lot to economy, security as well as the growth and development of the Nigerian society. Women served as the backbone for the growth of the homes educating the children and for the growth of the different groups, communities and Nigerian society. Aladenusi, Akeredolu and Odunaiya (2018) gave a more comprehensive description that;

"Women are known to be fantastic instruments when it comes to educating children about values in our society. They educate, train, and inspire students in their custody so that each graduate becomes a prospective leader of character committed to acceptable values and prepared for a career of professional excellence and service to the society".

In addition, the contribution of women in the Nigerian society did not end at homes alone; they equally contribute to the growth of the economy as well as agriculture. Probably, this contributed to the reason why polygamy was embraced so as to have more hands on the farms because women could be described as the gate-way for fruits of womb. Women handled the sales of farm products at the market and up till today higher percentage of women could be seen in many of the markets in Nigeria. World Bank (2014)

acknowledged that women farming and food security cannot be addressed separately given the role women play in food production.

Invariably, the Nigerian society has changed; there are lots of problems that make Nigerians to live in fear. In short, indecency among the young and the old have turned the Nigerian society into its ugly situation. In-fact, indecency has contributed to high rate of bad behaviors contributing to violence, rape and other sexual assaults, kidnapping, indecent dressing, lack of respect for elders, intolerance, cyber-crimes, prostitution, exam mal-practices, divorce, robbery, killing and other problems that are aired and seen in the Nigerian society on daily basis. That there are incidences of corruption, exploitation, merciless killing, terrorism, pollution, global unrest, mutual hatred and a total crisis of character (Kehinde-Awoyele, 2013) Few of the Youths who exhibit the good behaviors and actions are now seen and addressed as old fashion. Therefore, this paper focuses on the mother negligence as a factor for indecency among the Youths in order to find a lasting solution to the unpeaceful situation of the Nigerian society

Youths and the Nigerian Society

The youths constitute a significant proportion of any society. The impacts of the youths to the growth as well as the peaceful co-existences of the society cannot be overlooked. The future of any nation lies on how well they are able to train the children, build the youths and plan for their future. Improper actions and bad behaviors have turned out to be the ways of life among many of the Nigerian youths. The problem in the Nigerian society with the way youths behave must have been accountable for the reason why Quarcoopome (2004) concluded that less religious and moral teaching at home, in schools and every religious place enhance moral decadence to the highest level. Moral decadence has grown so wide that rape is no more new in Nigeria while ritual killing has

also taken another dimension. Many promising youths are into different problems as a result of indecency among the youths, fighting, drug abuse, rape and many more are the new way of life for the youths all in the name of fashion, civilization and modernization. While some of the leaders of tomorrow have lost their lives as a result of their involvement in the act of indecency and even the unlucky innocent ones have paid heavily for it.

Whereas, the youths are representatives of the homes and the homes cannot be separated as a factor for the ways the youths behave. Though there could be other factors that must be considered. But, Charity begins at home and the role expected of the mother in rearing the child cannot be discarded because the mother is the child's first teacher and the language of the immediate environment of the child is regarded as the mother tongue. Is this not enough to understand that mother remains an important figure to the child? Hence, she should be investigated if the child displays indecency in relating and interacting with others in the environment. Grey (2010) stressed that experiences have shown that students are finding it difficult to live and lead desirable way of life, particularly in the areas of human relationships, responsibility, respect, obedience and orderliness. Then, this question should be asked; are mothers performing their roles as expected of them.

Consequently, the Nigerian society is now filled with immoral acts such as rape, abortion, prostitution, kidnapping, fraud, killing, corruption as well as other social vices. In fact, moral values are now seen as old fashioned or termed as "old school" in Nigeria. Eze (2014) noted that the current phase of globalization has further alienated African people, Nigerians inclusive, from their root. The root of the Nigerian society is her culture and for her growth and development, attention must be paid to moral values as well as the right attitudes. Confirming the above fact, Arisi (2011) stated that

what actually strengthened a nation as a whole is characterized by many different beliefs, values and morals. Whereas, indecency is now the order of the day in Nigeria and the moral values are almost into extinction in Nigeria.

Furthermore, in the Nigerian society of today, indecency has come to replace decency (good behavior) among the youth. Moral values are no more cherished by many of the Nigerian youths. In fact, killing, robbery, prostitution, and other terrible crimes have turned to professions that people are known with and all efforts to check and control these vices proved abortive. For example, it is in Nigeria that banks will close down for days and all you will be told by the security man who must have removed his uniform is that, it was due to security alert. Does this not call for a serious concern? No wonder that Katayeyanjue (2004) reiterated that moral decadence are on the increasing level mainly because parents have little or no time for their wards in this present dispensation in giving the moral values training, instead they have much time for their works and businesses.

Nevertheless, the rate at which all these indecency among the youths culminate in Nigerian society call for concern really. The dressing of the youths is worrisome while boys sag, ladies wear nude dresses that reveal their private parts. This could be one of the reasons for which Afolabi (2006) concluded that the dressing code especially among ladies, has completely demonstrated a mad-copy of some foreign cultures. Whereas, an adage that says “appearance shows the manner” cannot be over-emphasized and it should also be noted that the way the youths dress determine how they will be addressed. Many of the Nigerian youths have deviated from the right virtues; hard-work is no more meaningful to many of the youths. What they want is money at all cost.

The Duties of Mothers in the Contemporary Nigerian Society

The duties of the mother right from birth is the most important and influential role to a child. Under normal circumstances, breast milk given by the mother is incomparable to any baby food. The mother's breast is the most reliable source of survival to the child at early stage; breast milk is never too hot or cold for the baby. Mother's back is a comfort zone for the child to sleep while the presence of a good mother gives hope to the child. The uniqueness of the mother must have contributed to the reason why Thurer (1994) described the Great Mother as the oldest of all gods. Mothers' roles have gone beyond cooking, baby making and home upkeep. These are the top 12 duties of a mother;

- Chef: Mothers are noted for performing the duty of a chef who cooks and in charge of the kitchen so that family members could enjoy themselves. The kitchen has been referred to as the mother's office. Eating good and delicious meal contributes a lot to the growth of family members as well as their wellbeing. With reference to the Nigerian society, the role of a chef in the homes is not doubtful the work of a mother in the house. Except in rear occasions whereby some factors may be responsible for why it is otherwise.
- Housekeeper: Women are to keep the house in order, this is the reason why some people are of the view that housewife too are workers because, they have a lot of activities to be performed in order to keep the house in order. One of the roles of the mothers is to ensure that things are kept where they should be to make the house look good.
- Resolve conflicts: wherever there are two or more people living together as family, communication is essential and as a result disagreement and conflict cannot be disputed.

In such situations, it is part of the duties mothers who are to ensure that conflicts are avoided and settled to let them have peace and tranquility in the home.

- Event planner: Mothers are to assist the men to draw plans and to see that the plans agreed upon are executed to ensure the smooth running of the homes. To plan for events like naming ceremony, birthday, graduation and so on, the role of a mother in the homes cannot be denied as the event planner. The mother is to see to what to buy, clothes to wear, guests to be invited in agreement with the husband who is the head of the home.
- Teacher: The first teacher to a child is the mother, who teaches the child to smile right from the cradle and as a good mother training and re-training of the child continues until the child become the glory of the family. The mother is to teach them about language, to inculcate and emphasize moral virtues, to instill discipline with the use of motivation and punishment so as to let them be good models.
- Laundry: the mothers are to care for their children; to wash clothes is not a new thing to good mothers so that their children look neat and healthy. Washing in the homes has been relieved with the use of washing in some of the homes, mothers wash cloths in the homes from time to time until their children are old enough to assist them and when the children can completely do them without the assistance of the mother.
- Counselor: women are known as men's companions and supporters; women help to suggest solution or advice. This could be supported with the adage that says two good heads are better than one.

- Finance manager: Mothers are believed to be home managers. Hence. Managing the resources of the homes to make things work has been part of the roles of mothers.
- Health care provider: Mothers are to take of children to keep them healthy, when they need simple first aid, it is the work of mothers for the safety of the children and when the work of a professional is required, and such child should be taken to hospital. The lives of everyone in the homes lie on effectives and dutiful the mother is.
- Activities director: to inculcate the different virtues in the children, mothers are to direct the affairs of the home to ensure that children are responsible right from the childhood not only when they reach the adulthood.
- World changer: the effects of what mothers do in the homes would have effect on the entire world and if there is any need to change the world the mothers are to be accorded with certain responsibilities (www.honorgracecelebrate.com/2016/05)

To be regarded as a good mother, such mother should be able to perform the above listed roles or duties and even more as the situation demands in order to be able to produce good and functional children that will be a source of peace not only to the mothers but families and the Nigerian society as a whole. With the eroded moral decadence that compounded the indecency among the youths, mothers should strive to curb this problem in order to promote an enabling environment that will promote peace, growth and development of everyone and the Nigerian society as a whole.

Effects of Mothers Negligence on the Youths and the Nigerian Society

The role expected to be performed by the mother to a child is multi-dimensional, importance is attached to the status of motherhood and

this could be the reason why the mother is regarded as gold in Yoruba land “Iya ni wura”. Mother’ care is really important as it helps a lot to lay a good foundation that will bring about a good, reliable and responsible individual. But, with the look of what the youths in the Nigerian society turn out to be, child neglect cannot be discarded as one of the problems compounding the decadence among the youths and other social vices in Nigeria. Umobong (2010) defined child neglect as a failure to provide basic needed care for the child such as shelter, food, clothing, education, supervision, medical care and other basic necessities needed for the child’s physical, intellectual and emotional development. Then, when we talk about the mother negligence about the youths, it looks more critical because the adolescent stage requires more attention because it is a delicate stage where the youths are prone to abuses and challenges from the different angles of the society. When mothers fail to perform their functions as expected or when little attention is given to the needs of the youths they are prone to influences from their peer and other polluted members of the society.

The youths of today are the leaders of tomorrow and any disturbances physically, psychologically, economically, socially or even educationally will bounce back on what such youth become in the future. It was established that children placed in out-of-school care due to abuse or neglect tend to score lower than the general population on measure of cognitive capacity, language development and academic achievement (U.S Department of health and Human Services, 2013). The effect of the child neglect as a result of mothers’ failure to train up the child could be disastrous not only to the child that is involved but the peers and friends to such child may also be affected. Neglect or negligence by either of the parent especially the mother is like pollution which can destroy easily if care is not taken. Although an increase in internalizing problems is

characteristic of socio-emotional problems present in neglected children, neglected children also exhibit higher levels of externalizing problem than children not maltreated. Moreover, both neglected children and children of adolescent parents have elevated rates of insecure attachment (Weizman 2011)

Conclusion

The men could be seen as the land owners while the women can be regarded as the builders or the contractors who are to ensure the safety of the building by putting in the right material in the right quantity. The women in the Nigerian society are the builders and they should be investigated for the collapse of the buildings. Women should note that being a mother is a pride and the children should be seen as life-long assets that pay better by far. Every woman should strive hard to protect, care and guide the children right from childhood, adolescent and even till adulthood. More times should be devoted to child bearing, rearing as well as performing other duties as the situation demands. Women should also note that negligence on their parts contribute to the un-peaceful situation of the Nigerian society.

Recommendations

This paper suggests the following:

- Women should be more dutiful, responsible and be morally upright so that children as well as the youths can emulate good virtues from them.
- The Nigerian moral values should be promoted and enforced at all the levels of education
- Every vacuum left as a result of the women's negligence should be filled so as to eradicate indecency not only in the youths but the elders should note that youths emulate the behaviors and actions from them.

- Women should build the homes by building the children who are the hopes of tomorrow.
- Youths themselves should try as much as possible to wipe out indecency and be determined to be good ambassadors of their homes

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**EFFECT OF CONCEPT MAPPING ON SENIOR
SECONDARY SCHOOL ECONOMICS STUDENTS'
ACADEMIC ACHIEVEMENT IN NASARAWA STATE,
NIGERIA**

AMINU, ABUBAKAR DANLADI

*Department of Educational Foundations
Nasarawa State University Keffi, Nigeria
aminuabubakardanladi@gmail.com GSM: 070 6553 2264*

YAKUBU SANI Ph.D

*Department of Educational Management
Nasarawa State University Keffi, Nigeria
speak2syo@gmail.com GSM: 080 6976 9802*

BALA SANI ABDULLAHI

*Department of Educational Foundations
Nasarawa State University Keffi, Nigeria
balasaniabdullahi@yahoo.com GSM: 080 3495 2797*

Abstract

This study examined effect of concept mapping on senior secondary school Economics students' academic achievement in Nasarawa State, Nigeria. The study employed quasi-experimental research design involving the non-equivalent pretest, posttest, control group design. The target population comprised 10, 550 SS II students from secondary schools in Nasarawa State for the 2019/2020 academic session. A sample of 120 SS II students from two public secondary schools in Nasarawa Local Government Area of Nasarawa State were used for the study. Data were collected using Economics Achievement Test (EAT). The logical consensus of the experts gave 0.90 index of rational validity and the reliability coefficient of 0.85 was obtained for EAT using Kuder Richardson formula (K-R21). Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 alpha. Results revealed that the use of concept mapping provided favourable effects on the experimental group and the effect led to significant improvement in students' achievement in Economics. Similarly, the difference between achievement mean scores of male and female students taught Economics using concept

mapping and the control group is statistically insignificant. It was concluded that concept mapping was more effective in enhancing students' achievement, in Economics than conventional instructional tools. Thus, the study recommended that concept mapping should be used in the teaching of Economics to enhance learning.

Keywords: Concept Mapping, Economics, Students' Academic Achievement

Introduction

Economics is one of the major school subjects taught at the Senior Secondary level. Economics seeks to inculcate in learners the basic skills for: analyzing economic problems; making rational use of scarce resources to satisfy unlimited wants; understanding and appreciating various government policies especially where choices have to be made; understanding of the complex nature of economic life; analyzing fascinating socio-political and economic behaviour of the society. According to Akande and Babalola (2010), Economics ensures the creation of national economic policies designed to achieve certain economics goals. These policies and goals include national economic growth leading to higher standard of living, national full employment leading to suitable jobs for all citizens who are willing and able to work, economic efficiency leading to maximum fulfillment of wants using the available national productive resources, economic freedom making workers and consumers have a high degree of freedom in their economic activities, national economic security making the handicapped and aged to earn minimum level of income, balance of trade by achieving favourable balance of trade with the rest of the world in international trade and financial transactions.

The hopes of every country of the world to develop human capital for effective functioning of the society are hinged on education,

being an instrument of change. However, this can only be achieved through purposeful and qualitative education for the citizens. Despite the noble objectives of Economics, the academic achievements of students at the external examination have been poor in Nigeria. According to West African Examination Council Chief Examiner's reports (2015-2020) less than 60% of the candidates who sat for WASSCE between 2013 and 2019 in Nigeria passed Economics at credit level and above. The current state of affairs is displeasing and this trend could hamper meaningful development in Nigeria and Nasarawa State in particular. The poor academic achievement of students in Economics could be attributed to lack of utilization of appropriate instructional tool, abstract nature of teaching Economics concepts among others. Afolabi (2009) posited that students usually fail in examinations owing to improper teaching methods and lack of essential teaching tools for instructional delivery. Zakaria, Solfitri, Daud and Abidin (2012) opined that students' poor performance over the years has been attributed to teachers' use of inappropriate teaching methods and instructional tools which make students become passive and have less interaction with each other in doing task.

According to Ogunmilade cited in Akande and Babalola (2010), there is a possibility that teaching and learning processes using concept mapping is more effective than the conventional talk and chalk. Most of the instructional tools emphasized were concept maps (charts & diagram). In spite of the recommended instructional tools, researcher's experience as an Economics teacher in secondary school shows that, the teaching of Economics at Secondary School (SS) level in Nasarawa state has continued to be dominated by the use of chalkboard and text books. The application of conventional instructional tools (chalkboard and text books) tends to encourage rote learning and memorization of abstract concepts thereby making students to be passive learners, while the utilization of innovative

instructional tool (concept mapping) enhanced the concretizing of curriculum concepts, meaningfulness of information and active involvement of students in the learning process.

Concept mapping is an act of constructing maps, or diagrams indicating inter-relationships among concepts to represent meanings or ideas on a domain of knowledge. That is concept mapping is a way of representing concepts in a topic to show their relationship or interrelatedness. According to Oluikpe and Mba (2014), concept mapping means a “teaching tool” that shows relationships between concepts through the use of graphic presentation. Meijers (2012) describes it as a graphical tool for organizing and representing knowledge. According to Wikipedia the free encyclopedia (2008), concept mapping is a way of representing relationships between ideas, images, or words in the same way that a sentence diagram represents the grammar of a sentence, a road map represents the locations of highways and towns, and a circuit diagram represents the workings of an electrical appliance. Concept mapping is a way to develop logical thinking and study skills by revealing connections and helping students see how individual ideas form a larger whole. A concept map can be considered as somewhat similar to a spider chart, an organization chart or a flow diagram. The most useful form of a concept map for teaching and learning is one arranged in a hierarchical organization with the more inclusive concepts at the top of the map and the more concrete and specific ones at the bottom (NOUN, 2010). Originally developed by Novak concept maps are used as “teaching tools” and have generated many positive results in the classroom. A concept map typically represents ideas and information as boxes or circles, which it connects with labeled arrows in a downward-branching hierarchical structure (Meijers, 2012). In the same vein, Jacob, Joel, Sababa and Ndatuwong (2016) postulated that in concept maps concepts are usually enclosed in circles or boxes and the

relationship between and among concepts are indicated using cross links or connecting lines that link them. When relationships between the concepts in Economics are articulated in linking phrases or words on the connecting lines, there is the possibility that learners may understand it better and their learning could improve. The technique for visualizing these relationships among different concepts is called concept mapping. Mostly suitable at SS level, concept mapping can be used to facilitate meaningful learning (NOUN, 2010). Also, Mostafaei and Ghaderi (2012) postulated that:

Conceptual maps are very effective; it lets students represent their understanding of domain knowledge in a well-organized format. In concept mapping, users construct a two-dimensional, visually-based representation of concepts and their relationships. The concept map representation encodes propositions describing two or more concepts and their relationships, in implied natural language sentences. In educational settings, concept mapping exercises have been used to encourage students to actively construct an understanding of concepts and relationships within domains of interest. It was designed to support the learner's effort by externalizing concepts and propositions known to the student, making them visually apparent to facilitate their connection with newly acquired concepts. Concept maps have been used by teachers to assess students' understanding, by students to compare their knowledge and collaboratively renew their understanding, and by experts as a vehicle for modeling and sharing their knowledge (P.91).

Thus, the use of concept mapping as instructional tool in the teaching and learning of Economics might promote the effectiveness of the teaching and learning of Economics. This justified the need to examine the use of concept mapping on SS students' Economics achievement in Nasarawa State.

Gender was one of the variables considered in this study. Gender refers to the socially, culturally constructed characteristics roles which are ascribed to male and female in any society (Okeke, 2008). Afonja (2002) defines gender as a socially constructed concept based on the assumed position that a group of humans should possess. Specifically, female slow learners taught with the concept mapping instructional strategy performed significantly ($p < 0.05$) better than their male counterparts taught by the same method. Also, Ahmad and Munawar (2013) showed that the male and female students taught through concept mapping performed better than the students taught through traditional teaching method. Studies conducted by Yunus (2010) revealed that drawing concept map instruction was more effective than traditional instruction in improving Physics achievement of the participating students. Likewise, Adeneye (2011) revealed that experimental group taught with concept mapping strategy obtained means post-test score which was significantly higher than the mean post-test score of the control group. Results also showed that concept mapping is an effective strategy for teaching and learning mathematics. Moreso, Udeani and Okafor (2012) indicated that the group taught by the concept mapping instructional strategy performed significantly ($p < 0.05$) better than their expository group counterparts. Thus, the questions which readily come to mind are: Would the mean achievement scores of students taught Economics using concept mapping be improved? Would gender of students affect their academic achievement of Economics? The thrust of this study evolved from seeking answers for these questions.

Research Questions

The researcher raised the following research questions to guide the study:

1. What are the achievement mean scores of students taught Economics using concept mapping and those taught using conventional method?
2. What are the achievement mean scores of students taught Economics using concept mapping and of those taught using conventional method based on gender?

Research Hypotheses

The following hypotheses were postulated and tested at 0.05 alpha level:

Ho1: There is no significant difference in the achievement mean scores of students taught Economics using concept mapping and those taught using conventional method.

Ho2: There is no significant effect of concept mapping on students' achievement in Economics based on gender.

Methodology

The study employed quasi-experimental research design involving the non-equivalent pretest, posttest, control group design. The study population comprised 15,550 SS II students from public secondary schools in Nasarawa State for the 2019/2020 academic session. A sample of 120 (85 male and 35 female) SS II students from two randomly selected secondary schools in Nasarawa Local Government Area of Nasarawa State; out of 120 students sampled, 79 (54 male and 25 female) are in experimental group and 41 (31 male and 10 female) are in control group respectively. The researchers developed a 50 items Economics Achievement Test (EAT). Content validity was ensured in EAT by developing a table of specification. Face validity was obtained for EAT by subjecting the instrument to critical appraisal of two research experts. The logical consensus of the experts gave 0.90 index of rational validity. Reliability of the instrument was established by using Kuder-Richardson formula (K-R21) method of estimating coefficient of internal consistency. The reliability coefficient of 0.85 was obtained for EAT. Two research assistants were adequately trained for two days by the researchers on how to administer the treatment. Thereafter, EAT was administered as pretest to SS II students by the research assistants in their respective schools and the pretest lasted for one hour. The teachers marked EAT, the pretest scores of EAT was collated and handed over to the researcher. Hence, the result of the pretest was used to identify two public secondary schools with similar ability in Economics out of the four public secondary schools selected. The two public secondary schools identified with similar ability in Economics were used for the study. From each of the selected schools, one SSII intact class was randomly selected. The two classes were then randomly assigned to experimental and control group respectively. To minimize the influence of memory effect associated with test wise students, the EAT items were juggled by the researcher and administered on the

students as posttest immediately after the treatment by the research assistants. At the end of the posttest which lasted for one hour, the EAT scripts were collected and marked by the teachers. The scores from EAT was collated and handed over to the researchers. The rationale for the conduct of posttest was to determine the academic achievement of the students in Economics after treatment. Two weeks after the posttest, EAT items were again juggled by the researchers and administered on the students as post posttest by the research assistants. At the end of the post posttest which lasted for forty minutes, the scripts were collected and marked by the teachers. The scores were collated and handed over to the researchers. The pretest, posttest and post posttest scores were recorded after each marking exercise. The EAT items were scored 2 marks each and the maximum mark was 80 for each of pretest, posttest and post posttest respectively. Mean and standard deviation were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the hypotheses formulated at 0.05 alpha level.

Results

Research Question One: What are the achievement mean scores of students taught Economics using concept mapping and those taught using conventional method?

The pretest and posttest scores of students on EAT were used to compute mean and standard deviation as shown in Table 1.

Table 1: Descriptive Statistics for Students' Mean Achievement Scores based on Two Teaching Methods

Groups	N	Sum	Mean	Std. Deviation
Concept mapping	79	1304.00	34.2061	10.4738
Conventional method	41	1292.00	26.5142	5.3902

Table 1 shows the descriptive statistics for significant difference in the mean achievement scores of students taught Economics using concept mapping and conventional method as 34.2061 and 26.5142 respectively. The implication of the finding is that the academic achievement of students taught Economics using concept mapping is higher than the academic achievement of those taught with conventional method.

Research Question Two: What are the achievement mean scores of students taught Economics using concept mapping and of those taught using conventional method based on gender?

What is the difference between mean achievement scores of students taught Economics using concept mapping and of those taught using conventional method based on gender?

The pretest and posttest scores of male and female students on EAT were used to compute mean and standard deviation as shown in Table 2.

Table 2: Descriptive Statistics for Male and Female Students' Mean Achievement Scores based on Two Teaching Methods

Groups	N	Sum	Mean	Std. Deviation
Experiment Male	54	1601.00	34.5297	18.17066
Experiment Female	25	1411.00	33.7400	16.51531
Control Male	31	1681.00	24.1182	11.76310
Control Female	10	1342.00	24.2032	12.22521

From table 2, the mean achievement score of male (34.5297) is slightly higher than that of female (33.7400) experimental (Concept mapping). But, the mean achievement scores of both male (24.1182) and female (24.2032) in the control group were

statistically the same in the whole number. This implies that concept mapping can significantly improve students' achievement irrespective of gender disparity.

Hypothesis One: There is no significant effect of concept mapping on students' achievement in Economics.

To test null hypothesis 1, the mean achievement scores for experimental groups and control group from pretest and posttest with EAT were compared using ANCOVA and the results obtained are presented in Table 3:

Table 3: ANCOVA Results of Pre-test and Post-test Scores of Students in Experimental and Control Group

Source of Variation	Sum of Squares	df	Mean Square	F _{cal}	P-value
Corrected model	8446.473 ^a	2	4223.236	98.911	.000
Intercept	11485.489	1	11485.489	268.999	.000
Pre-EAT scores	8446.473	1	8446.473	197.823	.000
Groups	8655.433	1	8655.433	202.717	.000
Error	4910.226	115	42.697		
Total	254120.000	120			
Corrected Total	13356.699	119			

Table 3 shows the ANCOVA result $F(1, 115) = 202.717$; $P = 0.000$. Since the P-value 0.000 is less than the level of significance value 0.05, the null hypothesis was rejected. Therefore, there is significant difference between the mean achievement scores of students taught Economics using concept mapping and the control group. Thus, the null hypothesis is rejected.

Hypothesis Two: There is no significant effect of concept mapping on students' achievement in Economics based on gender.

To test null hypothesis 2, the achievement mean scores of male and female students in experimental group from pre-test and post-test with EAT were compared using ANCOVA and the results obtained are presented in Table 4.

Table 4: ANCOVA Results of Pre-test and Post-test Scores of male and female Students in EAT in the Experimental group

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	Sig
Corrected model	47304.22	2	23652.11	600.15	0.000	
Intercept	670.22	1	670.22	17.01	0.001	
Pre-EAT scores	6462.22	1	6462.22	163.97	0.000	
Gender	488.22	1	488.22	12.38	0.060	
Error	4533.29	115	39.41			
Total	311586.00	120				
Corrected Total	57257.22	119				

The result presented in table 4 shows the ANCOVA result $F(1, 115) = 523.280$ and $P = 0.006$. Since the P-value 0.060 is greater than the level of significance value 0.05, the null hypothesis was accepted. Therefore, there is no significant effect of male and female students taught Economics using concept mapping method. Thus, the null hypothesis two which states "there is no significant effect of concept mapping on students' achievement in Economics based on gender" was accepted.

Discussion of Findings

The study revealed that the academic achievement of students taught Economics using concept mapping was significantly higher than those taught using conventional method. This concurs with the finding of Udeani and Okafor (2012) who reported that the group taught by the concept mapping instructional strategy performed significantly better than their expository group counterparts.

Similarly, the result agrees with earlier findings in other disciplines such as Adeneye (2011), Miandoab, Mostafaei and Ghaderi (2012) and Sharma (2012) who reported that concept mapping method was significantly superior to the traditional method in teaching and retention of Social Studies. Also, revealed that experimental group taught with concept mapping strategy obtained means post-test score which was significantly higher than the mean post-test score of the control group.

Findings from this study revealed that gender does not significantly affect the achievement mean scores of students taught Economics using concept mapping and those taught using conventional method. This concurs with the finding of Bamidele and Oloyede (2013) who reported that there was no significant difference in the performances of the students in the three groups with respect to the kind of concept map used.

Conclusion

In view of the findings of this study, the following conclusions were drawn: Concept mapping was more effective in enhancing students' achievement in Economics than conventional method. The effect of gender on students' achievement when taught Economics using concept mapping was statistically inconsequential.

Recommendations

Based on the findings of this study, the following are recommended:

1. The Nasarawa State Ministry of Education, Science and Technology should formulate policies that will mandate SS Economics teachers to use concept mapping as instructional tools to enhance the academic achievement of students in Economics.

2. Teachers of Economics are encouraged to search for necessary concept mapping that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.
3. Economics teachers should provide similar instructional situation to SS students by selecting concept mapping as instructional tools devoid of gender preference in order to eliminate genders related differences in students' achievement in Economics.

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CONTINUOUS ASSESSMENT PRACTICES AND STUDENTS ACADEMIC PERFORMANCE IN KWARA STATE

HABIBAT ABUBAKAR YUSUF

*Department of Educational Management
Faculty of Education,
University of Ilorin, Ilorin
yusuf,ha@uilorin.edu.ng
08034825291*

&

IBRAHIM LUKMAN JAHUN

*Department of Educational Foundations
Faculty of Education,
Federal University, Kashere
ijahun555@gmail.com
07031202728*

Abstract

This study examined the relationship between continuous assessment practices and students' academic performance in Kwara State College of Education, Ilorin. The population of the study consists of 156 academic staff of all the six schools (Art, Education, Vocation, Language, Science and Remedial Studies) and library in Kwara State College of Education, Ilorin. Eighty academic staff were sampled; however, 53 valid responses were obtained. Research instruments used to gather data for this study was a Proforma to measure academic performance of final year students in four core courses for the last three academic sessions (2017-2020) while Continuous Assessment Practice Questionnaire (CAPQ) was used to collect data in relation to development and administration of continuous assessment practice of lecturers with focus on 4 scales of formative, summative and diagnostic assessment. The face and contents validity of the instruments implemented through 2 experts in education, items were modified

and ambiguous, very difficult and too easy items were rephrased or deleted from the instruments. The instrument was further subjected to pilot-test with a reliability value of .87 which adjudged the instrument to be reliable for the study. . Two research questions and three research hypotheses were formulated to guide this study. The findings of this study reveal that there was a significant relationship between formative continuous assessment and academic performance of students of Kwara State College of Education, Ilorin with calculated r-value of .640 and p-value of .000 which is less than the significant value of .05. Based on the findings, the study recommends the need to continuously conduct workshops on measurements and evaluation in order to improve and update lecturers and method of assessing students.

Introduction

Assessment is an essential element of educational evaluation process which helps in measuring students' ability in acquiring certain behaviour or specific knowledge for a particular subject, and provides the basis of ascertaining the quality of education at all levels. Learners' assessment is better conceived as a form of two-way communication through which feedback on the educational process or product is provided to concerned stakeholders (McAlpine, 2002). According to Adebowale and Alao (2008), assessment enables the school to achieve an overall objective of having as complete a record of the growth and progress of each pupil as possible in order to make unbiased judgements in the cognitive, affective, and psychomotor evaluation in the classroom. Assessment results are used by stakeholders and practitioners in the evaluation of the entire educational system, motivating students to perform better, improving instructional planning and content, as well as certifying students as having attained specific levels of achievements.

Continuous assessment is an important part of the evaluation of students' achievement in Nigeria as students learning outcome is formally assessed through continuous assessment and final examinations. continuous assessment is an education policy of evaluating the students' progress and achievement in schools. Specifically, section I No 9(g) of the National Policy on Education states that educational assessment and evaluation shall be based in whole or part on continuous assessment of progress of the individual. Nigeria uses two levels of assessments that are formative and summative evaluation (Federal Republic of Nigeria, 2013). In the same vein, Federal Ministry of Education viewed continuous assessment as a method of finding out what the students have gained from learning activities in terms of knowledge, thinking, reasoning, and character development. The major evidence weighted in support of continuous assessment in schools is that, students who are assessed continuously obtain better results than those of equal ability assessed through a single examination (Nneji, Fatade, Awofala, and Awofala, 2012; Mwebaza, 2010). In this regard, learners' improvement can be tracked, and due support and guidance will be given to the learners for opportunities to improve.

Guskey (2010) suggested that rather than waiting to assess students at the end of a unit, teachers use assessments as an integral part of the instructional process to identify individual learning difficulties and prescribe remediation procedures. Primarily, students are the beneficiaries of continuous assessment as it helps them in varieties of ways. Ebhomien et al., (2012) submit that, continuous assessment involves the use of varieties of modes of evaluation for the purpose of guiding and improving the learning and performance of students. Based on this submission, it could be inferred that continuous assessment help students to develop her abilities to the fullest. Plessis (2003) states that, continuous assessment helps

students to get feedback on their progress and help learners think about the quality of their work.

In the same vein, continuous assessment is of great importance to lecturers as it is used to evaluate the effectiveness of their teaching strategies, create enrichment activities for learners and help modify their pedagogical strategies to include the construction of remediation activities for learners whose performance is below the expected grade. According to Ellington and Earl (1997), by using different assessment techniques, continuous assessment provides extensive syllabus coverage than terminal assessment as it places more emphasis on worthwhile learning by encouraging regular and systematic study and discouraging last minute cramming from learners. Likewise, it constitutes a useful vehicle for ongoing course monitoring and evaluation by providing early warning on areas where students are having weaknesses or difficulties in their course, thus enabling them to take appropriate measures for improvement. continuous assessment involves the use of varieties of modes of evaluation for the purpose of guiding and improving learning and performance of students. However, this study focus on three modes of assessment which are summative, formative, and diagnostic assessment.

Summative Assessment is the appraisal of learning at the end of an instructional unit and at a specific point in time. It compares student knowledge and skills against standards or benchmark and evaluate the mastery of learning. It is carried out with the objective of determining how the learning progressed and overall impact of learning on attainment of objectives (Oloyede & Oloyede, 2020). Summative assessment according to Hart et al. (2015) plays an important role in education as it provides educators with valuable information to determine the effectiveness of instruction for a

particular unit of study, to make high-stakes decisions and to evaluate the effectiveness of school wide interventions.

Assessment becomes formative when the information is used to adapt teaching and learning to meet students need. Although, formative assessment takes place during teaching learning process to measure students progress, it can also be used to track teachers' progress (Guskey, 2010). When teachers know how students are progressing and areas they are having difficulties, it can assist them to make necessary adjustments and try alternative instructional approaches that can lead to improved student success

Betts, Hahn and Zau (2011) describe diagnostic assessment as a process that involves making judgements as to how student are performing against the predetermined set of criteria. This involves careful evaluation of detailed data to diagnose strengths and areas of weakness in all students (Hancock, Shepherd, Lawrence & Zubrick, 2013). Diagnostic assessment is used for learning when taking action to adjust teaching. It assesses what learners already know, the nature of difficulties they are having which if undiagnosed might limit their engagement in new learning.

Academic performance which is the degree of students' accomplishment in study indicates students' ability to attain academic goals and objectives and is usually measured through assessments like standardized test performance assessments and portfolio assessments (Santrock, 2006). It refers to what skills students have learned, how students deal with tasks given to them by their educators and also reflect how they are being able to remember fact and communicate knowledge imparted. There are various means through which students' success in academic pursuits can be measured, part of which may include students score in their subjects (Agharuwhe, 2013). No doubt, students'

performances in both internal and external examinations have been a yardstick for determining their academic success or failure.

However, the issue of planning for internal and external examinations and managing continuous assessment and examination in schools remains a global issue as it requires skillful and prudent management of materials. Drawing from previous research studies, John (2011) examined with multiple case study design, the influence of continuous assessment tools on academic performance among high and low performing secondary schools in Tanzania. The findings of the study revealed that even though test and terminal examinations were common assessment tools, the table of specifications were rarely used to the greater extent to guide composing of assessment tools and therefore recommended the use of continuous assessment prototype that comprehensively evaluates students skills under cognitive, affective and psychomotor domains. Similar study conducted by Bichi and Musa (2015) on assessing the correlation between continuous assessment and examination scores of education courses in North-West college of education, Kano State, Nigeria revealed a significant relationship between continuous assessment and examination scores of undergraduate students in three education courses and recommended the need to improve the quality of assessment methods and ensure transparency since its predictor of future academic performance of students.

The magnitude of work involved in the operation of continuous assessment requires that lecturers be prepared to meet the challenges posed by their workload, planning for proper conduct of series of tests, monitoring the administration of tests, marking and recording of test scores among others (Obi, 2007). Osadebe, (20019) carried out a research on an extent to which lecturer practices continuous assessment in college of education and it was revealed that years of experience among other factors that mitigate

against the conduct of continuous assessment in higher institutions. In spite of these challenges and high premium placed on continuous assessment by National Policy on Education in Nigeria, it is unfortunate to note that some lecturers have difficulty in its implementation owing to the fact that, continuous assessment tests are not often goal oriented due to the limitations of constant validity and test administration process.

There are inadequacies in the availability of standardized instruments used for collating data in continuous assessment tests and a continuous decline in proper documentation and storage of continuous assessment records and related information in most institutions. Most lecturers lack the skills on process as well as the practice of keeping the records of students' achievement as they are scored and graded and according to the weightings given to each component area that has been assessed.

The main purpose of this study is to examine the correlation between continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin. Specifically, the study investigates;

- a. the continuous assessment practice mostly used by lecturers of Kwara State College of Education, Ilorin.
- b. the level of students' performance in core cores in Kwara State College of Education, Ilorin.
- c. Examine the correlation between continuous assessment practices and students' academic performance in Kwara State College of Education, Ilorin.

Research Questions

The following research questions were raised to guide the study.

- a. What continuous assessment practice is mostly used by lecturers of Kwara State College of Education, Ilorin?
- b. What is the level of students' academic performance in Kwara State College of Education, Ilorin?

Methodology

The study adopted descriptive design of the correlational type to gather opinion of lecturers on continuous assessment practices in school. The study population comprised of all 156 academic staff of Kwara State College of Education, Ilorin, Kwara State. A total 80 lecturers drawn from the six schools (Science, Arts, Education, Vocation, Language, Remedial Studies) and library were used as the study samples. Random sampling technique was used in sample selection of lecturers to provide in-depth information about their perceptions on continuous assessment practices. This is necessitated because students core courses were being examined and lecturers who taught the courses are purposely selected as participants. A Proforma was used to measure academic performance of final year students in four core courses (Curriculum studies, political economy, science and technology in society and adolescent psychology) for the last three academic sessions (2017-2020) while Continuous Assessment Practice Questionnaire (CAPQ) was used to collect data in relation to development and administration of continuous assessment practice of college of education lecturers as used in the study. The scale measures the formative, summative and diagnostic assessment with focus on administration of continuous assessment on students. The face and contents validity of the instruments implemented through 2 experts in measurement and evaluation, few items were modified and ambiguous, very difficult items were deleted from the instrument. The instrument was further

subjected to pilot-test with reliability value of .87 obtained which shows higher reliability and adjudged the instrument as being reliable for the study. The instrument was administered to the participants in the school with the help of one trained research assistant. Out of the 80 questionnaires administered, only 53 were returned (66%). These returns were collated and prepared for analysis. Based on the analysis, the findings are reported below.

Results

The analysis and result of data collected are presented in Tables 1 - 6. Two research questions raised were answered using descriptive statistics of mean ranking order while the three operational hypotheses formulated were tested using Pearson product-moment correlation statistics at 0.05 level of significance.

Research Question One: What type of continuous assessment practices is used by lecturers in Kwara State College of Education, Ilorin?

Table 1: Mean Ranking Order of Continuous Assessment Practices

S/N	continuous Assessment Practices	N	X	SD	Rank Order
1	Summative	53	3.32	.82	3rd
2	Formative	53	3.35	.47	2nd
3	Diagnostic	53	3.86	.52	1st

From the descriptive Table 1, the mean scores and rank order of the participants in summative, formative and diagnostic assessment practices. It further shows the type of continuous assessment

practices commonly used by lecturers in Kwara State College of Education, Ilorin. The table revealed that diagnostic assessment practice has the highest mean score of 3.86. This implies that, diagnostic assessment practice is the most used continuous assessment practices by lecturers of Kwara State College of Education, Ilorin, while formative assessment has a mean score of 3.35. summative assessment practice has a mean score of 3.32, this implies that, the summative assessment practice is the least type of continuous assessment used by the lecturers in Kwara State College of Education, Ilorin.

Research Question Two: What is the level of students’ academic performance in core courses in Kwara State College of Education, Ilorin?

Table 2: Mean Score and Standard Deviation of the Level of Students’ Performance

S/N	Students’ Academic Performance	\bar{X}	SD	Decision
EDU 321	Curriculum Studies	54.65	15.547	Average
GSE 324	Political Economy	47.69	17.734	Average
GSE 323	Science & Technology in Society	53.80	11.129	Average
EDU 322	Adolescent Psychology	48.45	11.845	Average
Grand Mean		51.15		

< 40.00 = Low, 40.00 - 60.00 = Average, > 60.00 = High

Table 2 shows the mean and standard deviation of the level of students’ academic performance in Kwara State College of Education, Ilorin, where the mean score in Curriculum Studies was found to be 54.65 and as such considered average. Science & Technology in Society with a mean score of 53.80 was considered as average while the grand mean score of 51.15 clearly shows that

the level of students' academic performance in College of Education was average.

H₀1: There is no significant relationship between lecturers' summative continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin.

Table 3: PPMC showing relationship between Summative continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin

Variable	N	df	r- value	p-value	Decision
Summative continuous assessment	53		.542	.000	
Students Academic Performance	53	51			Rejected

Significant $p < .05$

The above table indicates a positive relationship with calculated r-value of .542 with p-value of .000 between continuous assessment practice and students' academic performance in College of Education. The analysis shows that students on average obtained 51.15 out of 100% in their end of semester examination in some compulsory courses done in school. Thus, from the analysis above, the result (r) is significant ($P < .05$), the null hypothesis which states that, there is no significant relationship between summative continuous assessment and students' academic performance in Kwara State College of Education, Ilorin is rejected. This implies that, there is a significant relationship between lecturers' summative continuous assessment practices and students' academic performance in Kwara State College of Education, Ilorin, Kwara State.

H₀₂: There is no significant relationship between Formative continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin.

Table 4: PPMC showing relationship between Formative continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin

Variable	N	df	r - value	p - value	Decision
Formative continuous Assessment	53	51	.640	.000	Rejected
Students Academic Performance	53				

Significant $p < .05$

The table above reveals r-value of .640 and p-value of .000 which is less than the significant value of .05 at 51 degrees of freedom, hence, the hypothesis which states that, there is no significant relationship between formative continuous assessment and students' academic performance in Kwara State College of Education, Ilorin is rejected. Hence, there is significant relationship between Formative continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin.

H₀₃: There is no significant relationship between diagnostic continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin.

Table 5: PPMC showing relationship between Diagnostic continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin

Variable	N	df	Cal r-value	p-value	Decision
Diagnostic continuous Assessment	53		.175		
Students Academic Performance	53	51		.000	Rejected

Significant $p < .05$

The table above reveals a calculated r-value of .175 and p-value of .000 which is less than the significant value of .05 at 51 degrees of freedom, hence, the hypothesis which states that, there is no significant relationship between diagnostic continuous assessment and students' academic performance in Kwara State College of Education, Ilorin is rejected. Thus, there is significant relationship between diagnostic continuous assessment practice and students' academic performance in Kwara State College of Education, Ilorin.

Discussion of Findings

The findings of this study revealed that diagnostic assessment practice is the most used continuous assessment practices by lecturers of Kwara State College of Education, Ilorin, followed by formative assessment while summative assessment practice is the least type of continuous assessment used by the lecturers in Kwara State College of Education, Ilorin. This is an indication that even though lecturers use a range of assessment techniques that are appropriate to the learning activities of students in order to fulfil the primary aim of assessment which is to support learning, undoubtedly, diagnostic assessment is most suitable in providing quality educational enhancement and student academic performance.

It was also discovered that the level of students' academic performance in College of Education was average.

Further analysis tested using Pearson Product-Moment Correlation Statistics (PPMC) in revealed that there was a significant relationship between summative continuous assessment and students' academic performance. The result implies that to some extent, summative continuous assessment contributes to students' academic performance since the correlation between the predictor and criterion variable was positive and moderate. Although summative assessment is used to measure students' achievement, yet it is often considered as a potential for providing feedback to learners. This finding is in line with the submission of Trotter (2006) that summative assessment provides feedback to be used as students' performance indicator which can affect students' future in some ways. Similar submission of Sri & Muthuramalingam (2016) linked summative assessment primarily to students' readiness for progression and evaluation of learners' overall academic performance. The finding is consistent with the findings of Hart et al. (2015) whose studies revealed that despite limited evidence to support summative assessment as critical factor in troubleshooting weaknesses in the school system, it provides educators with valuable information to determine effectiveness of instruction and improved student achievement.

Similarly, findings on relationship between formative continuous assessment and students' academic performance reveals that improved students' performance is attributed to formative continuous assessment. The findings of this study is in agreement with William (2017) and Guskey (2010) whose study found that formative assessment produce significant learning gains as measured by comparing the average improvements in the test scores

of students involved in the innovation with range of scores found for typical groups of students on the same tests.

Further it was revealed that there is a significant relationship between diagnostic continuous assessment practice and students' academic performance. The findings conforms with that of Bichi and Musa (2015) and Betts et al (2011) that diagnostic continuous assessment is very important in teaching and learning of courses at the tertiary institutions as it influence students' performance at the end of the instructional programmes, and their performance during the instructional programme will to a large extent influence their performance in their final examinations. This therefore implies that diagnostic assessment is used for identifying and remedying learning difficulties, errors and misconceptions and significantly improve learning outcomes for all students.

Conclusion

Continuos assessment has been reviewed by researchers over the years to be a systematic collection of grades over a period of time and their aggregation into a final grade. The end product of continuous assessment is to supplement examination grade and enhance students academic performance, hence, continuous assessment is being utilized by educators across all levels of education. While some lecturers adopt the use of summative assessment where students are tested after classroom instructional delivery, some use the formative which is being adopted during classroom instruction. In all, which ever mode of assessment lecturers adopt will affect the academic performance of their students in the long run as revealed in this study. However, one of the most significant continous assessment practice used in the evaluation of students as found in this study at the college of education is the diagnostic assessment. Hence, all lecturers

irrespective of their study, best operate and understand the practice of continuous assessment and its impact of examination of students.

Recommendations

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

1. Lecturers should adopt the practice of assessment type that is suitable for the instruction and contents of instruction.
2. Lecturers should bear in mind that their continuous assessment practice affect students' academic performance and thereby give adequate attention during the administration.
3. School management should provide necessary facilities needed by lecturers to monitor the administration of continuous assessment and grading.
4. Lecturers, irrespective of the level at which they operate, should understand the practice of continuous assessment.
5. There is the need to continuously conduct workshops on measurements and evaluation in order to improve and update lecturers and method of assessing students.

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**PERCEIVED EFFECT OF CLASS SIZE ON STUDENTS'
ACADEMIC PERFORMANCE IN MICRO TEACHING IN
ADAMU TAFAWA BALEWA COLLEGE OF
EDUCATION KANGERE, BAUCHI STATE**

BADA STEVE OLUSEGUN

*Department of Educational Foundations,
Federal University Dutsin-Ma Kastina State Nigeria
bdolusegun@gmail.com
08068063806*

ADEBAYO BEATRICE ARANSIOLA

*Adamu College of Education Kangere, Bauchi, Bauchi State
Aransiolabeatrice32@gmail.com*

ADERINTO SANJO

*Department of Educational Foundations,
Federal University Dutsin-Ma Kastina State Nigeria
sanjoaderinto@gmail.com*

Abstract

The class size of any given school where teaching/learning takes place plays significant roles on students' performance. This study examined perceived effect of class size on students' academic performance in micro teaching in Adamu Tafawa Balewa College of Education Kangere, Bauchi State. The study adopted a Ex-post facto type of research design. The population comprised all the NCE students in the institution. The target population IS thousand three hundred and fifty (1300) students from the three out of six schools in the college and a total of one hundred and sixty-seven (167) respondents were sampled through simple random and purposive sampling techniques. The researcher developed

instrument was used to collect the necessary data from the respondents. The questionnaires tagged Perceived Effect of Class Size on Students' Academic Performance in Micro Teaching Questionnaire (PECSSAPMTQ). The reliability of the instruments was determined through a pilot testing. Test-re-test method and the reliability value of 0.94 was established. The data collected was subjected to statistical analysis using frequency and percentage in the analysis of the demographic variable of the respondents while t-test was used to test hypotheses all at 0.05 level of significance. The finding of this study revealed that the classroom size affects the students' performances in micro-teaching scheme. It was also found out that student who absents from micro-teaching exercise performs poorly. Motivation actually influences the performance of students in the microteaching lecture. Based on the findings of the study, it was recommended that. There should be provision of large size and adequate classrooms for the students. The students of micro-teaching should be divided to one assessor per at most thirty students.

Keywords: Class Size, Academic Performance, Micro Teaching.

Introduction

The art of teaching does not merely involve a simple transfer of knowledge from teacher to student. Instead, it is a complex process that facilitates the process of learning. The venation of a teacher is estimated on how much the students understand from his/her teaching. The classroom size cannot be used as a learning platform for acquiring primary teaching skills. Training of teachers in specific teaching skills is a major challenge in educational programmes. The pedagogic skill for learning can be acquired only through more structured and cheaper faculty training technique. With the introduction of micro-teaching about five decades ago; the

lacunae of scientifically proven or effective methods to be followed in teacher training programmes has been overcome.

Micro teaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and help to get cheaper knowledge regarding the art of learning. This standard technique involved the steps of plan, teach, observe, re-plan, re-teach and re-observe and have evolved as the core step component in 91% of teaching development programmes with significant reduction in the teaching complexities with respect to numbers in a class, scope of content, and time frame (Allen, Wang & Beiging, 1996). Most of the pre-service teacher educator programmes widely use micro teaching to attain gross improvement in the instructional experience. Effective students' teaching should be the prime quality of a teacher. As an innovative method of equipping teachers to be effective, skills and practices of micro teaching have been implemented (Peretomode, 2002).

Micro teaching can be practiced with a very small lesson or single concept and less number of students and bring down/reduce the problem of real teaching as immediate feedback can be sought after each practice session. Observing a fellow teacher and using a trial and error in own teaching session are very common way of self training. But, both of them have their own disadvantages. On the other hand, micro teaching helps in eliminating errors and builds stronger teaching skills for novel teacher and in-service ones. Micro teaching increases self-confidence and improves in-class teaching performance. It also develops class room management skills. There was an increase in interest toward introducing Micro teaching techniques in University of Medical Sciences Ila-Laje Ondo state. This training technique provides medical teachers an excellent opportunity to improve their teaching skill and follows the skinner's theory of Operant conditioning his scientific basis. The medical

council in India has also recommended training for medical teachers for their continued, efficient performance in that capacity at any age. It is widely accepted that the quality and competency of medical teachers can be improved by effective education training programme.

Micro teaching is also described as an innovative technique in teachers' education. It is primarily concerned with preparation of pre-service teachers or teacher/ teacher trainees for the acquisition of specific teaching skills. The idea of micro teaching was conceived from Stanford University Center for Research and Development in Teaching in 1963 by Dwight Allen with other researchers namely: Kim Romney, Horace Aubeitme and Peretomode (2002).

Kim Romney, Horace Aubeitme and Peretomode (2002), carried out demonstration teaching in a laboratory so as to find a solution to the complex problems associated with teaching. The pre-service teachers taught one after the other. Each of the pre-service teachers' teaching performances was recorded, analyzed and discussed in order to point out the strengths and weakness of his or her performance. Emphasis was placed on identifying particular behavior that led to effective teaching and learning. The concept of micro teaching is defined by many authors, Singh, and Sharma (2004), described micro teaching as "scaled down teaching on counter designed to develop new skills and refine old ones". Nayak, and Nayak, (2004) also explained that "micro teaching is a scaled down teaching encounter ". It is scale down in terms of time, number of students concept taught and teaching skill used. The Glossary of education technology Singh, and Sharma (2004), also described micro teaching as a method of teaching where by teacher trainees gain simulated experiences with few students in small group and employing audio or video recording for play back and

discussion. Nwana (1918) observed that “a system is a well-ried procedure which has proven to be economically in time and space and above all

General courses in education programme have being the concern in College of Education in Nigeria. Class size is one of the college variables that determine how effectively students learn during micro teaching class. Olaitan and Agusiobo (2001), reported that college population and class overcrowding (large) class- size and teaching methods are among the College factors that impact on students’ academic achievement.

The concept of class size on micro-teaching refers to the numbers of students undertaking a particulars course like micro-teaching or the number of students taught by a teacher in a classroom during micro-teaching period. Ultimately, they can integrate and transfer this learned skills from stimulus teaching situation to real class room teaching. The concept of class size refers to the number to student undertaking a particular course or the number of students taught by a teacher in a class room/ lecture room in a given period. It is the number of students a teacher/ lecturer attends to during a given period of instruction. Class size is thus different from the student-teacher ratio, which is expressed as the relationship between the student population and the number of teacher available in the college. The college lecturer/ school teacher to student ratio may be low but conceals the existence of a teachers’ / lecturers, in some course/ subject areas that lack lecturers/teachers, thereby given rise to few lecturers or teachers teaching large number of students.

Class size is akin to the administration element of span of control which is the number of subordinate a manager can effectively supervise. It is an administrative measure signifying the number of

students for whom a teacher is responsible during the school year. Olaitan and Agusiobo (2001), equally described class size as an educational tool that can be used to describe the average number of students per class in a school. The teacher who is the class room manager should therefore, have the number of students he or she can effectively control, supervise and teach at any given period. Onibokun (2003) postulates that smaller classes have less number of disruption thereby prompt better student/ teacher engagement and better student learning than larger classes

Several factors as led to lagers class size such as inadequate college building, population explosion because of the subject increases in population and implementation of Universal Basic Education (UBE) have resulted in class size. In some school, the class size is large because of insufficient land space to build class rooms to meet the demand for education. Other problems associated with large classes are congestion, noising classes, little or no interpersonal relationships between lecturer and students. The problem of this study therefore is to identify the perceived effect of class size on the students' academic performance on micro teaching in College of Education.

Many studies had examined different variables on determinant of attitude to learn, among studies of higher learning. However, not many studies centered on the class size and micro-teaching as key to teacher education and help the teacher to perform in the class room. It is against this background that this study will examine effect of class size and micro teaching as to student's performance towards learning.

The following objective were raised to guide the conduct of the study

1. To find out whether there is significant difference in the perception of students on effect of class size on their micro teaching academic performance in colleges of education based on gender
2. To determine whether motivation actually influences the performance of students in the microteaching lecture

Research Questions

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

1. Is there any difference in the perception of students on effect of class size on their micro teaching academic performance in colleges of education based on gender?
2. Do Motivation actually influences the performance of students in the microteaching lecture?

Research Hypotheses

The following research hypotheses were raised to guide the study:

HO₁: There is no significant difference in the perception of students on effect of class size on their micro teaching academic performance in colleges of education based on gender

HO₂: There is no significant influence of Motivation on the performance of students in microteaching lecture

Methodology

The research design that adopted for this study Ex-post facto that attempts to capture the opinion, attitude and feeling of the people about a particular situation or phenomenon David, & Sutton, (2004). Osuala (2005) who stated that survey research studies large and small population and enables researcher to discover relative incidence of distribution on the characteristics of the population. The population of the NCE students in the college (ATBCOE) was 2,700 sources the course lecturer (2019) which constitute six (6)

schools. Adults and Non formal, Art and social sciences, school of languages, school of sciences, school of Agricultural sciences and school of ECCE and PES. However, students that was used for the study are three (3) schools with different department; School of languages, school of ANFE and school of sciences. Meanwhile the subject chosen are spread over a wide area and the population cut across various departments of the schooling in the college. Population was drawn from the three schools and a department from each school. These are the students that are involved in micro teaching related to become teachers in future, to take different subject in school after their NCE Program. The population of the students in the six schools were 167 out of five hundred and one (501) students. Sixty students each were selected from school of Language (English) and school of Sciences (Mathematics) while 47 students were selected from school of Adult and Non-formal.

Considering the number of schools in the ATBCOE. It is not possible for the researcher to conduct the study in all schools in the college such as school of education, school of Art and Social Sciences, school of sciences, school of VTE, school of languages and school of PES/ECCE. For this reason, the sample for this study was drawn from three school and a department from each school, to obtain and appropriate sample size that represent the entire population. The formula for determining sample developed by Olaitan and Nwoke 1196 was used. According to this formula when determining the sample size for any population that is less than a hundred, the population technique can be used and that was used for this research. In case a total of one hundred and sixty seven (167) respondents representing the micro-teaching students in ATBCOE kangere as a sample because these were drawn from the three(3) schools. The numbers of micro-teaching students in NCE 11 was taken. Since it is not easy to approach the whole students in the college offering Micro-teaching.

The instrument used for the study was a four likert scale of questionnaire designed by the researcher under the guidance of the lecturer.

The fact that the researcher has access to ready- made questionnaire for the purpose of the study the researcher designed one for the same purpose which was presented to the expert who lectures in the department of Education, statistician and other Educational psychologies in the field who proved vetted and satisfied before the administration of the questionnaire by the researcher for the pilot study. In the light of their comments and suggestions, correction were made to the draft and presented to the supervisor who also made useful suggestions before the questionnaire were administered by the researcher for pilot study. The validation by the experts ensured that the instrument are truly efficient to measure the set out goals and objectives of the study Cohen, Manion, & Morrison K. (2011). validity of measuring instrument to measure what it is supposed to measure. Cohen, Manion, & Morrison (2011) also said that the entire questionnaire will be improved by presenting, trying every part of it (the items, format, the introduction etc) to friends, instructors or people similar to your intended subject.

A pilot study was conducted in Bauchi college of Education with the instrument administered into thirty (30) respondents. Data collected from respondents were coded as subjected to statistical analysis in order to determine the reliability co- efficient and also to establish the internal consistency, co-efficient of the items within the instruments. Split half option within the statistical package was used. The result statistic observed the reliability co-efficient for the instrument was 0.814, the inter consistency on four items was 0.94. By this co-efficient the instrument was considered reliable and valid for the study (Bruce, 1975)

A letter was drafted by the researcher assuring the respondents that the questionnaire are only meant to find out effect of class size on students academic performance in micro teaching. Their responses were treated with high level of confidentiality because the research is for academic exercise. A total of 167 copies of questionnaire were administered to the respondent. The researcher visited each of the school and department with the expected members of the questionnaire accordingly with the help of the staff members respondents were brought out and the researcher explained in clear terms what is expected of them to fill in the questionnaire. The researcher then waited for the questionnaire to be filled and retrieved.

The data collected was subjected to statistical analysis using frequency and percentages in the analysis of the demographic variable of the respondents. T-test was used to test hypotheses all at 0.05 level of significance.

Results

HO₁: There is no significant difference in the perception of students on effect of class size on their micro teaching academic performance in colleges of education based on gender

Table 1 Summary of t-test statistics showing difference in the perception of students on effect of class size on their micro teaching academic performance in colleges of education based on gender

Variable	N	Mean	S.D	df	Cal t-value	Table-value	Decision
Male	77	61.96	7.10	165	3.39	1.96	Rejected
Female	90	61.50	3.54				

Table above shows that calculated t-value is 3.39 and table t-value is 1.96 with 165 degree of freedom and at 0.05 level of significance.

Since calculated t-value is (3.39) is greater than the table t-value is (1.96), the hypothesis is rejected. This implies that there is significant difference in the perception of students based on gender. **H₀₂: H_{O2}**: There is no significant influence of Motivation on the performance of students in microteaching lecture

Table2: Summary of t-test statistics showing influence of Motivation on the performance of students in microteaching lecture

Variable	N	Mean	S.D	df	Cal t-value	Table-value	Decision
Motivation	167	82.47	10.58				
				166	2.41	1.96	Rejected
Performance	167	81.50	11.04				

Table above shows that calculated t-value is 2.41 and table t-value is 1.96 with 166 degree of freedom and at 0.05 level of significance. Since calculated t-value is (2.41) is greater than the table-value is (1.96), the hypothesis is rejected. This implies that there is significant influence of Motivation on the performance of students in microteaching lecture

Discussion of Findings

The result of hypothesis one showed that there is a significant difference in the perception of students based on gender. This implies that there is significant difference in the perception of students based on gender. The finding agrees with Maduabum and Abah (2004) who found that there is significant difference between class size and students performances in micro-teaching based on gender. This means that the classroom size actually affect the students' performances in micro-teaching scheme according to gender. The result of hypothesis two showed that there is significant influence of Motivation on the performance of students in

microteaching lecture. The finding is in line with that of Ngidi, and Sibaya, (2003). Who submitted that Motivation significantly influences students performance in microteaching lecture.

Conclusion

The study revealed that the classroom size actually affects the students' performances in micro-teaching scheme. That student who absents from micro-teaching exercise performs poorly.

Recommendations

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

1. There should be provision of large size and adequate classrooms for the students
2. The students of micro-teaching should be divided to one assessor per at most thirty students

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