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EDITORIAL COMMENDATION

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IMPACT OF SCHOOL UTILITY FACILITIES ON SECONDARY SCHOOL, ACADEMIC PERFORMANCE IN KADUNA STATE, NIGERIA

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Abstract
This study was conducted on Impact of School Utility Facilities on Student Academic Performance in Secondary Schools in Kaduna State, Nigeria. Descriptive survey design was used in the study. The population were 465,978 out of which 384 was used as sample at 95 percent confidence level and 5 percent margin error. The instrument used for data collection was structured on five likert scale, which is developed by the researchers, the questionnaire was pilot tested using split-half method. Two research hypotheses were formulated and tested at 0.05 significance level, using one way analysis of variance (ANOVA) statistics. Major findings of the study were that: Electricity facilities are not adequately provided in crucial areas in the schools. This has affected students' academic performance in most secondary schools in Kaduna state; Water supply facilities were provided in most secondary schools which made students to have access to water supply in most secondary schools in Kaduna State. The study therefore, recommended that; all secondary schools in Kaduna state should be provided with all the required electricity facilities particularly the schools that are in urban; every public secondary school in Kaduna state should have more than one source of water supply. The study recommended that school utility facilities should be provided by the government and other stakeholders in order to achieve the desired goals and objectives of the schools.

Introduction
Education has been described as a vital and indispensable key to any form of development which equips the individuals with the capacity to understand and adapt to the new problems and the changing situations (Offiah & Achufusi, 2010). In the opinion of Durosajo, (2002) define school facilities to include the site, the building and other infrastructures. He went further to say that school facilities embraces permanent and semi-permanent structures which includes items such as machines, laboratory equipments, the chalk board and office assistance tools such brooms and cleaning materials. The realization of educational goals and objectives depends on the extent to which government and administrators of schools are able to give school facilities adequate attention.

School utility facilities play a vital role in the actualization of educational goals and objectives and it creates healthy school climate. These school facilities which include electricity, water supply, furniture, staff office facilities among others must be put together for a healthy school climate which also enhances students' attitude to learning. But unfortunately, the facilities are inadequate and even those available some are outdated, broken and as such it cannot meet the goals of education of the 21st century. Currently, most of the school utility facilities which are supposed to promote and enhance teaching-learning and extra-curricular activities in secondary schools have always been a challenge to the needs of the students. Therefore, in order to facilitate this high level of teaching and learning process, there is need for well-planned and organized school facilities. The curriculum cannot be implemented if the physical facilities required for effective teaching are not adequate which can directly affect the quality of instruction.

Undoubtedly, if this school utility facilities and equipments are not adequately provided or in good state in secondary schools, the planning of the programmes would be hampered. Most of the buildings in the secondary schools where old and some dilapidated and unsafe for students to study. These buildings need to be reinforced, or replace so as to avoid catastrophic loss of lives of the students. Due to changes and

improvement in the building industry, educational planners are influenced with coping with current practices and ease learning activities. This aspect includes types of fancy blocks, bricks, wall tiles, electrical fittings, lighting system among others. Adequate utility facilities in school improve the quality of instruction and striving to create healthy school climate. Consequently, the nation's school system is witnessing an expansion in school enrolment and school programmes. This would expectedly necessitate a great demand for more school facilities to take care of the teaching school population (Abdulkarim, 2003). Electricity and water facilities are necessary requirements for secondary schools whether running day or boarding system, efforts should be made to see that the facilities are not in short supply. Furniture and staff office facilities are also necessary requirement in school as such the school administrators should determined the need for furniture and equipment through comparison between students and staff and the facilities on ground. Staff quarters and transportation facilities are also part of the school utility facilities, which encourage the teachers to live in the school and the transportation facilities aid in the movement of the students from one place to another.

Academic performance as defined by Dantani (2007) is the success rate attained in the classroom at the conclusion of an efficient teaching and learning process. The success rate that is documented in the educational system depends on how well the pupils perform academically. Nonetheless, academic achievement is seen to be a good measure of a teacher's productivity.

Researchers and educators have long been interested in examining the factors that affect students' academic performance quality. Numerous aspects, such as staff quarters, transportation, water and electricity, have an impact on academic success. According to Chindanya, A. (2012), every nation's educational system is in danger due to persistently declining academic performance at secondary schools. As a result, it is necessary to examine the research on academic performance as well as the variables that affect secondary school students' academic results. The study used a questionnaire method to find out how the academic performance of students is affected by their needs in the school, using few modification included the search terms; Electricity and students' academic performance, water supply and students' academic performance, staff office and students' academic performance, transportation and students' academic performance in secondary schools in Kaduna state, Nigeria.

The National Policy on Education (2004) outlines the objectives of education in Nigeria, which include fostering a sense of national consciousness and unity, instilling moral principles, educating the mind to comprehend the outside world, and helping people acquire the necessary skills and develop their physical, mental, and social capacities so they can live in and contribute to society. The above are goals of Nigerian education. Without adequate school utility facilities the objectives will not be achieved. Adequate facilities in school improve the quality of instruction and create healthy school climate. Unfortunately, most of the facilities cannot meet up with the educational standard and can result to poor performance of students.

Objectives of the Study
The following are the objectives of the study:
1.   To determine the impact of electricity facilities on students' academic performance in secondary schools in Kaduna State, Nigeria.
2.   To examine the impact of water supply facilities on students' academic performance in secondary schools in Kaduna State, Nigeria.

Research Questions
The study is guided by the following research questions:
1.   How does the provision of electricity facilities affect the students' academic performance in secondary schools in Kaduna State?

2.	In what ways the water supply facilities have an impact on students' academic performance in secondary schools in Kaduna State?

Hypotheses
The following hypotheses have been formulated to guide the study
Ho$_1$	There is no significant difference in the opinions of Principals, Teachers, Students and Quality Assurance Officers on the impact of electricity facilities on students' academic performance in secondary schools in Kaduna State, Nigeria
Ho$_2$	There is no significant difference in the opinions of respondents on the impact of water supply facilities on Students' Academic Performance in Secondary Schools in Kaduna State, Nigeria.

Methodology
Descriptive survey design was adopted for the study because it deals with the details and true information that describe an existing phenomena (Mustapha, 2015). The population of the study comprised of 523 principals, 9,160 teachers, 356 Quality Assurance Officials, 455,939 Students, which gave a total population of 465,978. Research Advisors (2006) was used at 95% confidence level and 5% margin of errors to determine the sample size required for the study which stood at 384 namely, 21 principals, 120 teachers, 19 Quality Assurance, and 223 Students at 95 percent confidence level and 5 percent margin error. A 16 items self-developed research instrument titled; Impact of School Utility Facilities on Students Academic Performance in Secondary Schools questionnaire (ISUFSAPSSQ) was used for collection of data. The instrument was designed on a four Likert scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) 4, 3, 2 and 1 respectively. which was obtained for part I and II of (ISUFSAPSSQ) this is in line with, Alasoluyi (2015) who stated that an instrument is considered reliable if its reliability coefficient is equal to zero, the less reliable the instrument is, and the closer the calculated reliability coefficient is to one, the more reliable. Two research hypotheses were formulated and tested at 0.05 significance level, using one way analysis of variance (ANOVA) statistics.

Results
Research Question One: How does the provision of electricity facilities have impact on the students' academic performance in secondary schools in Kaduna State?

This section contained Item 1-10 on impact of electricity facilities on students' academic performance in secondary schools in Kaduna State.

Table 1: Mean Score of respondents on impact of electricity facilities on students' academic performance in secondary schools in Kaduna State

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	Mean
1	The electrical facilities are adequate in school and hence students' academic activities of students.	Principal	10	8	-	2	1	21	4.1
		Teachers	54	10	1	25	30	120	3.2
		Q.A officials	3	12	-	4	-	19	3.7
		Students	45	31	-	97	37	199	2.9
2	All the electrical fittings in the school are in good condition.	Principal	5	5	1	2	8	21	2.8
		Teachers	25	30	-	106	20	120	3.9
		Q.A officials	1	10	-	3	5	19	2.9
		Students	26	17	-	107	55	199	2.6
3	There is a functional alternative power supply in the school for students' academic activities.	Principal	5	3	1	3	9	21	2.6
		Teachers	39	-	5	60	17	120	3.0
		Q.A officials	4	5	-	9	1	19	3.1
		Students	80	12	7	95	5	199	3.3

4	There is well lighting points in an appropriate location in the school.	Principal	3	8	3	4	3	21	3.1
		Teachers	28	18	5	60	15	120	3.0
		Q.A officials	5	2	-	3	10	19	2,5
		Students	80	10	7	100	2	199	3.3
5	There is well fixed electrical facilities in the classrooms for students' academic activities.	Principal	1	5	-	12	3	21	2.4
		Teachers	10	33	4	69	14	120	2.8
		Q.A officials	1	2	1	12	3	19	2.2
		Students	34	12	-	99	52	199	2.3
6	There is well fixed electrical facilities in the libraries for students' academic performance.	Principal	1	8	-	11	1	21	2.4
		Teachers	20	20	-	72	8	120	2.7
		Q.A officials	3	3	-	12	1	19	2.7
		Students	30	9	-	139	21	199	2.4
7		Principal	2	4	-	10	5	21	2.4
		Teachers	10	21	3	58	28	120	2.3
		Q.A officials	2	2	-	15	-	19	2.5
		Students	32	24	5	142	19	199	2.8
8	There is well fixed electrical facilities in the hostel for students, academic activities.	Principal	7	2	1	8	3	21	3.0
		Teachers	54	21	1	40	25	120	3.3
		Q.A officials	3	10	-	6	-	19	3.5
		Students	78	10	-	104	7	199	3.2
9	There is well fixed electrical facilities in the offices for teachers, staff room	Principal	2	5	-	10	4	21	2.0
		Teachers	32	19	-	55	15	120	3.0
		Q.A officials	6	1	5	5	2	19	3.0
		Students	63	30	-	102	4	199	3.2
10	There are adequate electrical technicians in the school.	Principal	2	7	-	10	2	21	2.8
		Teachers	10	50	1	55	5	120	2.8
		Q.A officials	3	5	-	10	1	19	2.9
		Students	46	44	-	103	6	199	3.1

Table 1 revealed the view of principals, teachers, quality assurance officials and Students on impact of electricity facilities on students' academic performance in secondary schools in Kaduna State. Item 1 shows the responses of respondents on whether electrical facilities are adequate in school which enhances students' academic activities. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 4.1, 3.2, 3.7 and 2.9 respectively. Item 2 shows the responses of respondents on whether all the electrical fittings in the school are in good condition. The mean scores of the respondents show that the item was rejected by the respondents with the mean scores of 2.8, 3.9, 2.9, and 2.6 for principals, teachers, quality and Students respectively. Item 3 was on whether there is a functional alternative power supply in the school for students' academic activities.The item statement was accepted by the respondents, with the mean score of 2.6, 3.0, 3.1 and 3.3 for principals, teachers, quality assurance officials and students respectively. Item 4 was on whether there is well lighting points in an appropriate location in the school. The mean scores of 3.1, 3.0, 2.5 and 3.3 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 5 was on whether There is well fixed electrical facilities in the classrooms for students' academic activities. The item was also rejected by the respondents with the mean scores of 2.4, 2.8, 2.2 and 2.3 for principals, teachers, quality assurance officials and Students. Similarly, item 6 was rejected by the respondents with the mean scores of 3.5, 3.9, 3.2 and 3.6 for principals, teachers, quality assurance and students respectively. Item 7 was to find out whether there is well fixed electrical facilities in the laboratories for students, academic practical. The mean score showed that the item was rejected by all the respondents; with the decision mean of 2.4, 2.3, 2.5 and 2.8 respectively. Item 8 was on whether there is well fixed electrical facilities in the hostel for students, academic activities. The item statement was accepted by the respondents with the mean scores of 3.5, 3.4, 3.3 and 3.2 respectively. From item 9,

the decision mean of the respondents were found to be 2.0, 3.0, 3.0 and 3.2, meaning the item was accepted by the respondents. Item 10 was on whether the rooms in the students' hostels are well managed. The item was accepted by the respondents with the mean score of 2.8, 2.0, 2.9 and 3.1 respectively.

From the analysis of table 4.2 it was revealed that electricity facilities are not adequately provided in crucial locations (library, hostels, laboratory, classroom etc) this has affected students academic performance in secondary schools in Kaduna state.

Research Question Two: In what way the water supply facilities have an impact on students' academic performance in secondary schools in Kaduna State?

This section contains Item 11-20 is on impact of water supply facilities on students' academic performance in secondary schools in Kaduna State.

Table 2: Mean Score of Respondents on impact of water supply facilities on students' academic performance in secondary schools in Kaduna State

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	Mean
11	There is adequate water supply facilities in the school and hence students' academic performance of students.	Principal	2	8	-	10	1	21	3.0
		Teachers	65	10	5	11	29	120	3.5
		Q.A officials	4	4	2	2	7	19	2.7
		Students	80	20	2	69	30	199	3.2
12	Water supply is constant in school students' academic activities	Principal	9	1	-	10	-	21	3.2
		Teachers	34	60	12	10	5	120	3.9
		Q.A officials	9	4	-	3	3	19	3.6
		Students	53	54	-	78	4	199	3.2
13	There is adequate water supply in staff quarters.	Principal	4	10	-	6	1	21	3.4
		Teachers	60	20	-	30	11	120	3.7
		Q.A officials	8	2	-	9	-	19	3.4
		Students	66	10	2	90	32	199	2.9
14	Water supply is adequate in staff offices toilets.	Principal	2	8	1	10	-	21	3.0
		Teachers	26	40	7	41	3	120	3.3
		Q.A officials	5	4	-	10	-	19	3.2
		Students	72	6	2	82	37	199	2.9
15	There is adequate water supply in students' toilet	Principal	2	4	-	10	3	21	2.3
		Teachers	29	35	1	45	20	120	3.3
		Q.A officials	8	4	-	5	2	19	3.5
		Students	88	4	-	100	7	199	3.3
16	There is water supply in the library for students' academic performance.	Principal	7	7	-	8	4	21	3.9
		Teachers	53	15	-	40	12	120	3.4
		Q.A officials	6	2	-	11	-	19	3.1
		Students	70	25	4	81	16	199	3.2
17	There is provision of water supply in laboratory for experiment practical.	Principal	5	6	-	6	5	21	3.1
		Teachers	30	40	1	35	15	120	3.2
		Q.A officials	5	4	2	4	4	19	3.1
		Students	42	6	4	58	2	199	1.8
18	Plumbing accurately done in school to avoid cut of water supply for academic activities.	Principal	8	6	-	3	4	21	3.5
		Teachers	12	20	8	80	-	120	2.7
		Q.A officials	1	6	2	8	2	19	2.7
		Students	73	4	3	107	12	199	3.0

19	There is adequate water supply in school garden or farm etc.	Principal	2	8	-	9	-	21	3.0
		Teachers	25	5	1	30	59	120	2.2
		Q.A officials	4	6	-	4	5	19	3.0
		Students	70	24		101	4	199	3.2
20	There is adequate water supply in hostel accommodation in school for students' academic performance.	Principal	7	3	1	7	3	21	3.1
		Teachers	37	35	7	31	17	120	3.5
		Q.A officials	4	4	-	5	6	19	2.7
		Students	60	16	2	92	19	199	2.8

Table 2 revealed the view of principals, teachers, quality assurance officials and Students on impact of water supply facilities on students' academic performance in secondary schools in Kaduna State. Item 11 shows the responses of respondents on whether there is adequate water supply facilities in the school and hence students' academic performance of students. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 3.0, 3.5, 2.7 and 3.2 respectively. Item 12 shows the responses of respondents on whether Water supply is constant in school students' academic activities. The mean scores of the respondents show that the item was rejected by the respondents with the mean scores of 3.2, 3.9, 3.6, and 3.2 for principals, teachers, quality and Students respectively. Item 13 was on whether there is adequate water supply in staff quarters.The item statement was accepted by the respondents, with the mean score of 3.4, 3.7, 3.4 and 2.9 for principals, teachers, quality assurance officials and students respectively.

Item 14 was on whether Water supply is adequate in staff offices toilets. The mean scores of 3.0, 3.3, 3.2 and 2.9 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 15 was on whether there is adequate water supply in students' toilet. The item was also accepted by the respondents with the mean scores of 2.3, 3.3, 3.5 and 3.3 for principals, teachers, quality assurance officials and Students. Similarly, item 16 was accepted by the respondents with the mean scores of 3.9, 3.4, 3.1 and 3.2 for principals, teachers, quality assurance and students respectively. Item 17 was to find out whether there is provision of water supply in laboratory for experiment practical.The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.1, 3.2 3.1 and 1.8 respectively. Item 18 was on whether plumbing accurately done in school to avoid cut of water supply for academic activities. The item statement was accepted by the respondents with the mean scores of 3.5, 2.7, 3.0 and 3.0 respectively. From item 19, the decision mean of the respondents were found to be 3.0, 2.2, 3.0 and 3.2, meaning the item was accepted by the respondents. Item 10 was on whether there is adequate water supply in hostel accommodation in school for students' academic performance.The item was accepted by the respondents with the mean score of 3.1, 3.5, 2.7 and 3.0 respectively. From the analysis of table 4.2 it was revealed that water supply facilities are provided in most secondary schools which made students to have access to water supply in most secondary schools in Kaduna.

Hypotheses Testing
This section is concerned with all results and outcome of the null hypotheses raised and tested in line with the objectives of this study. Data obtained as responses from the respondents (principals, teachers, quality assurance officials and students) from the questionnaire administered were tested. The hypotheses were tested using One Way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social sciences (SPSS) was used to analyze the data. In all, six hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant level set by the study (0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

Hypothesis 1
Hypothesis 1 (HO$_1$): There is no significant difference in the opinions of respondents on the impact of electricity facilities on student's academic performance in secondary schools in Kaduna State.

Items covering this section were collected from items 1-10 of the questionnaire. Details are on table 3.

Table 3: Summary of hypothesis test on impact of electricity facilities on student's academic performance in secondary schools in Kaduna State

Electricity	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.983	2	0.661	0.413	0.036
Within Groups	583.873	357	1.613		
Total	585.856	359			

From table 3, the F-value is 0.413 and the P-value is 0.036 at 0.05 levels of significance. Since the P-value is less than the level of significance set for the study, the hypothesis was therefore rejected, thus, there was significant difference in the opinions of respondents on the impact of electricity facilities on student's academic performance in secondary schools in Kaduna State.

Table 4: Summary of Scheffe's Multiple Comparison test on the opinions of respondents on the impact of electricity facilities on student's academic performance in secondary schools in Kaduna State

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-7.01446*	1.73071	.000	-11.2689	-2.7600
	Q.A officials	-7.15000*	2.87043	.046	-14.2061	-.0939
Teacher	Principal	7.01446*	1.73071	.000	2.7600	11.2689
	Q.A officials	-.13554	2.34584	.998	-5.9021	5.6310
Q.A officials	Principal	7.15000*	2.87043	.046	.0939	14.2061
	Teacher	.13554	2.34584	.998	-5.6310	5.9021

From Table 4, the respondents mean differences on the first row shows that difference exit between principals and teachers, principals and Q.A officials, implying that the difference between the respondents was significant. As shown in the second column of the first row, between principals and teachers -7.01446 and between principals and Q.A officials -7.1500 mean differences. In the second row the teachers and principals differed in their opinions; likewise the teachers and Q.A officials differed significantly in their opinions with respective mean difference of 7.01446 and -.13554. However, in the third row, the principal and Q.A officials, likewise Q.A officials and teachers differed too in their opinions with the mean differences of 7.15000 and .13554.

Hyppothesis 2
Hypothesis 2 (HO$_2$): There is no significant difference in the opinions of respondents on the impact of water supply facilities on student's academic performance in secondary schools in Kaduna State.

Items covering this section were collected from items 11-20 in the questionnaire. Details are captured in table 5.

Table 5: Summary of hypothesis test on impact of water supply facilities on student's academic performance in secondary schools in Kaduna State

Water supply	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.808	2	2.936	2.025	0.052
Within Groups	522.136	357	1.442		
Total	**530.944**	**359**			

From table 5, the F-value is 2.025 and the P-value is 0.052 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of respondents on the impact of water supply facilities on student's academic performance in secondary schools in Kaduna State.

Findings
1. Electricity facilities are not adequately provided in major areas in the schools (library, hostels, laboratory, classroom etc). This has affected students' academic performance in most secondary schools in Kaduna State. This was supported by the (p=0.036) on table 1.
2. Water supply facilities are provided in most secondary schools in Kaduna State which made students to have access to water supply in most secondary schools in Kaduna State. This was supported by the (p=0.052) on table 1.

Discussion of Findings
This study was able to establish that; Electricity facilities are not adequately provided in crucial areas in the schools (library, hostels, laboratory, classroom etc). This has affected student's academic performance in most secondary schools in Kaduna State. This was supported by the (p=0.036) on table 2. In addition, the study showed that the electrical facilities are inadequate in the schools and hence students' academic activities was affected and that electrical fittings in the schools were not in good condition. It was also revealed that there is a alternative power supply in the school for students' academic activities; the study further showed that there were no well fixed electrical facilities in the classrooms for students' academic activities.

This study was able to establish that; Water supply facilities are provided in most secondary schools which made students to have access to water supply in most secondary schools in Kaduna. This was supported by the (p=0.052) on table 4.10. In addition, the study showed that there is adequate water supply facilities in the school and hence students' academic performance and that Water supply is regular in schools which affect students' academic activities. It was also revealed that there is adequate water supply in most staff quarters. Water supply is adequate in staff offices toilets; the study further showed that there is adequate water supply in students' toilet.

Conclusion
Based on the findings of this study, it can be concluded that:
- Electricity is crucial to teaching and learning processes in any academic institution, the provision will to a large extent facilitate instructional delivery considering the fact that the use of ICT has become part of the teaching and learning process.

- Water is an essential commodity in every facet of the society education sector inclusive, schools with more than one source of water supply will comfort and convenience to both students and teachers. By extension improve on student's academic performance

Recommendations

In view of findings, the following recommendations were made:

1   To improve the teaching and learning process, there is need for the provision of electricity supply in the school. Different sources of electricity have to be put in place by the government in order to facilitate and improve the academic performance of the students' in secondary schools of Kaduna State, Nigeria.

2   More than one source of water supply needs to be provided by the government and other non-governmental organisers; RUWASSA is an organisation that help communities with the provision and utilisation of water supply. This should be extended to secondary schools in order to improve the level of performance of the students in secondary schools in Kaduna State.

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EVALUATION OF THE PROVISION AND MAINTENANCE OF WELFARE FACILITIES ON TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN EBONYI STATE, NIGERIA

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Abstract
This study examined "Provision and Maintenance of Welfare Facilities on Teachers' Job Performance in Secondary Schools in Ebonyi State, Nigeria". Two (2) research objectives were set to guide the study. Two (2) research questions and two (2) research hypotheses were asked and formulated respectively to guide the study, and they were in line with the stated objectives of the study. Descriptive survey research design was used for the study. The population of the study was 4,478 respondents, which comprise 4, 133 teachers, 225 principals and 120 supervisors in secondary schools in Ebonyi State. Simple random sampling technique was used to select 346 samples of respondents for the study. Questionnaire was used to collect data for the study and descriptive statistics of frequency counts and simple percentage were used to analyze the bio-data of the respondents, while mean was used to answer the research questions. One-Way Analysis of Variance (ANOVA) was used to test the hypotheses formulated at the 0.05 level of significance. Findings of the study revealed that there was no adequate provision of welfare facilities such as staff rooms and bore holes/water tanks which affect teachers' job performance in most public secondary schools in Ebonyi State. It also revealed that welfare facilities such as staff rooms and bore holes/water tanks were not adequately maintained which affect teachers' job performance in most public secondary schools in Ebonyi State. The study recommended that Government should provide adequate welfare facilities needed in secondary schools in order to create an environment for effective teaching and learning and enhance teachers' job performance.

Keywords: Provision, Maintenance, Welfare Facilities.

Introduction
The school facilities are important factor in education, as effective teaching and learning cannot take place in a vacuum, but in an organized environment. The more the value placed on speeding up the learning process, the more will be the emphasis on good learning environment. In the recent years, school facilities have attracted countless researches in the field of educational management. This is because of it significant effect on teachers' job performance and students' academic performance. The school facilities consist of all kind of buildings and equipment for academic and non-academic activities. The provision of these facilities plays a very crucial role in the realization of the educational goals and objectives as it satisfies the physical, emotional, and professional needs of both the staff and students respectively in the school.

There are different kinds of school facilities that are provided and maintained for effective teaching and learning in secondary schools. One of such facilities is welfare facilities. Sheidu (2018) described welfare facilities are those facilities providing and making them available for the well-being of people at work. According to Udosen (2015), welfare facilities are those that are necessary for the well-being of your employees, such as washing, toilet, rest and changing facilities, and somewhere clean to eat and drink during breaks. Ankita (2013), writing on teachers' welfare in India added that welfare facilities should include: Staff rooms and lounges, residential quarters, health/medical facilities and transport facilities. The provision of welfare facilities is geared at making work easier for staff, creating a conducive environment and attending to the general physiological and psychological needs of teachers

and others within the school community. Ibrahim (2014) identified the following welfare facilities in schools.

1. Toilet Facilities: In School setting, facilities should be provided or available by other arrangements and should provide means accessible within the building for instance, within the classes, and within staff offices for easy and simple access to toilet for staff and students. This could be a portable toilet facility required for suitable and accessible to his or her needs.

2. Washing Facilities: Washing facilities must be provided, made available and accessible in the same way as toilets. They are very important for those people carrying out toilet maintenance and relating tasks, and for those who may be exposed to areas, like laboratory, student's dinner's hall, watering areas. Washing facilities are required immediately adjacent to toilets. Additional washing facilities may be needed where food is prepared; Soap and water should be available in the toilet and labs where practical is taking place. Means of cleaning materials be provided, together with drinking water among others.

3. Accommodation/Hotel Facilities: Rest facilities must be provided, made available and accessible.

4. Drinking Water: A supply of drinking water must be made available accessible like toilet and washing facilities. Executive's supplies in a container, this must be clearly labelled and the water changed often enough to prevent it becoming stale or contaminated.

5. Food Services Facilities: Even though tertiary institution unlike boarding secondary schools have no plan on feeding students, but the provision and maintenance of dining halls be constructed and equipped that students and staff have access to food at all time.

Maintenance of welfare facilities promotes effective lesson delivery and responsive services by teachers to students, community members, people and agencies. Teachers find their job better performed when equipment are in their good shapes. A regularly provision and maintained welfare facilities enhance the performance of staff. In a reverse case, improper maintenance could result to poor academic performance of the students', job dissatisfaction and frustration among teachers. This is because students can easily be exposed to the danger of the unfriendly weather condition and the repercussion of an untidy school environment such as diarrhea, cholera, malaria and others resulting from the broken windows; roofs and wide wind blow of dirty surrounding respectively. To this end, it is been observed that if teachers must contribute to functional educational programme in secondary schools in Ebonyi State, school facilities must be made available in quantities and qualities, and also be maintained.

The challenge of school facilities provision and maintenance has history with the Nigeria educational development. This challenge is traced to various factors among them include; the over enrolment of pupils and/or students; introduction of series of educational programmes, high social demand for education, improper planning etc. consequently affecting the teachers job performance. The problem of Universal Primary Education Scheme 1976 could be traced to school attendance, enrolment and accommodation. There was shortage of accommodation in virtually all schools, classroom equipment are either lacking or not provided in a reasonable size.

In Ebonyi State, it was observed by the researcher that the welfare facilities available in the public secondary schools are in poor state. Some lack maintenance, while others are obsolete. It is obvious that proper attention is not given to these school facilities as classrooms, laboratories, workshops and the lawn space appears unkempt. These ill-equipped schools such as dilapidated and untidy laboratory equipments, library equipment, inadequate provisions of computer in the computer room and inadequate maintenance to the faulty computer accessories has contributed to the increase in the poor academic performance of public secondary school students in Ebonyi State, resulting from the level teachers job performance.

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Due to irregular school facilities maintenance in the area of health and welfare facilities, the schools surroundings have become unsecured, uncomfortable and unhygienic to both students and the teachers to inhabit. The thought about the poor condition of the classrooms affect the psych of most of the female students when they are pressed to use the facility, thereby causing harm to their well-being. It is on the account of this dilemma that the researcher evaluated the provision and maintenance of welfare facilities on teachers' job performance in public secondary schools in Ebonyi State.

Objectives of the Study
The following objectives were set to guide the study:
1. Assess the provision of welfare facilities on teachers' job performance in the public secondary schools in Ebonyi State; and
2. Evaluate the maintenance of welfare facilities on teachers' job performance in the public secondary schools in Ebonyi State.

Research Questions
The following questions were raised to guide the study.
1. How does the provision of welfare facilities enhance teachers' job performance in public secondary schools in Ebonyi State?
2. In what ways does the maintenance of welfare facilities promote teachers' job performance in public secondary schools in Ebonyi State?

Research Hypotheses
The following hypotheses were formulated to guide the study:
$H0_1$: There is no significant difference in the opinions of respondents on the provision of welfare facilities on teacher job performance in secondary schools in Ebonyi State.
$H0_2$: There is no significant difference in the opinions of respondents on the influence of maintenance of welfare facilities on teacher job performance in secondary schools in Ebonyi State.

Methodology
Descriptive survey research design was used for the study. According to Jumare (2017), descriptive survey design is a types of research design in which the researcher gathers data from a large number of people on their behaviour, attitudes and opinions. Since the main thrust of the research is to examine the provision and maintenance of schools' facilities, descriptive survey design is appropriate. The target population of the study was 4,478 respondents. This comprised 4,133 public secondary school teachers, 225 principals and 120 supervisors from all the Education Zones in Ebonyi State. Simply random sampling was used to select sample of 346 respondents through Research Advisor (2006) Table. A self-designed questionnaire of twenty (20) items, tagged "Welfare Facilities and Teachers' Job Performance" (WEFATJOP) designed by the researchers was used to collect data for the study. The instrument was structured on a five (5) points Likert's scale options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with the numerical values of 5, 4, 3, 2 and 1 respectively.

Two (2) research experts in the field of Educational Administration and Planning vetted the instrument. Descriptive statistics of mean was used to answer the research questions while One-Way-Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. However, when the mean score of an item is greater than 3.00 set for the study, the item was regarded as agree by majority of the respondents. On the other hand, when the mean score of an item is less than 3.00, the item was considered disagree. A total of 346 copies of the questionnaire were distributed but only 318 copies were returned. The analysis of the study was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire.

Analysis of Results

Research Question One: How does the provision of welfare facilities enhance teachers' job performance in public secondary schools in Ebonyi State?

Table 1: Opinions of Respondents on the Evaluation of the Provision of Welfare Facilities on Teachers' Job Performance in Secondary Schools in Ebonyi State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	There is adequate provision of staff rooms for teachers which help to enhance their job performance in schools.	Teachers	15	5.7	44	16.7	23	8.7	109	41.3	73	27.7	2.35
		Principals	0	0	1	3.0	4	12.1	18	54.5	10	30.3	2.03
		Supervisors	0	0	1	4.8	2	9.5	11	52.4	7	33.3	2.00
2	There is adequate provision of school buses for teachers' transportation which enhance their job performance in secondary schools.	Teachers	7	2.7	21	8.0	15	5.7	89	33.0	134	50.8	2.09
		Principals	0	0	2	6.1	4	12.1	9	27.3	18	54.5	2.08
		Supervisors	0	0	0	0	1	4.8	8	38.1	12	57.1	1.56
3	There is adequate provision of TV set and satellite dishes for teachers which enhances their job performance in secondary schools.	Teachers	1	0.4	46	17.4	19	7.2	106	40.2	92	34.8	2.11
		Principals	1	3.0	4	12.1	1	3.0	12	36.4	15	45.5	2.20
		Supervisors	0	0	2	9.5	0		12	57.1	7	33.3	1.89
4	There is adequate provision of electric fans in the teachers rooms/quart	Teachers	1	0.4	3	12.5	43	16.3	43	16.3	144	54.5	2.28
		Principals	0	0	2	6.1	9	27.3	5	15.2	17	51.5	2.15
		Supervisors	0	0	1	4.8	5	23.8	1	4.8	14	66.7	2.10

ers for teachers which improves their job performance in schools.

#	Statement	Respondent		%		%		%		%		%	Mean
5	There is adequate provision of common rooms for staff which enhance their job performance in schools.	Teachers	4	1.5	28	10.6	5	1.9	112	42.9	115	43.6	2.01
		Principals	0	0	4	12.1	0	0	13	39.4	16	48.5	1.98
		Supervisors	0	0	0	0	1	4.8	5	23.8	15	71.4	1.23
6	There is adequate provision of bore holes, water tanks for teachers which enhances their job performance in secondary schools.	Teachers	18	6.8	22	8.3	5	1.9	86	32.6	133	50.4	1.98
		Principals	0	0	3	9.1	0	0	7	21.2	23	69.7	1.86
		Supervisors	0	0	0	0	0	0	9	42.9	12	57.1	1.34
7	There is adequate provision of food shops/canteen for teachers which enhances their job performance in schools.	Teachers	18	6.8	48	18.2	10	3.8	52	19.7	136	51.5	2.12
		Principals	1	3.0	6	18.2	3	9.1	7	21.2	16	48.5	2.57
		Supervisors	0	0	5	23.8	1	4.8	3	14.3	12	57.1	2.23
8	There is adequate provision of staff quarters for teachers which help to enhance their job performance in schools.	Teachers	14	5.3	22	8.3	26	9.8	61	23.1	141	53.4	2.34
		Principals	1	3.0	1	3.0	5	15.2	7	21.2	19	57.6	2.41
		Supervisors	0	0	0	0	0	0	5	23.8	16	76.2	1.24
9	There is	Teacher	16	6.1	13	4.9	50	18.9	38	14.4	14	55.7	2.53

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
	adequate provision of rest rooms for teachers which improves their job performance in schools.	s Principals Supervisors	1 0	3.0 0	2 0	6.1 0	1 4	3.0 19.0	4 3	12.1 14.3	7 25 14	75.8 66.7	2.00 2.01
10	There is adequate provision of viewing centers for teachers which enhances their job performance in schools.	Teachers Principals Supervisors	13 0 0	4.9 0 0	19 1 0	7.2 3.0 0	21 3 1	8.0 9.1 4.8	72 11 7	27.3 33.3 33.3	139 18 13	52.7 54.5 61.9	2.10 2.05 1.75
	Grand Mean												**2.21**

Table 1 show that statements 1-10 were all accepted. This is because they had response mean lower than the instrument scale mean of 3.00. This implies that majority of the respondents disagreed with all the item statements stated above. Hence, welfare facilities were not adequately provided to enhanced teachers' job performance in public secondary schools in Ebonyi State.

Research Question Two: In what ways does the maintenance of welfare facilities promote teachers' job performance in public secondary schools in Ebonyi State?

Table 2: Opinions of Respondents on theon the Evaluation of the Maintenance of Welfare Facilities on Teachers' Job Performance in Secondary Schools in Ebonyi State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD F		M
			F	%	F	%	F	%	F	%		%	
1	There is adequate maintenance of staff rooms for teachers which help to enhance their job performance in schools.	Teachers Principals Supervisors	15 0 0	5.7 0 0	44 1 1	16.7 3.0 4.8	23 4 2	8.7 12.1 9.5	109 18 11	41.3 54.5 52.4	73 10 7	27.7 30.3 33.3	2.35 2.03 2.00
2	There is adequate	Teachers	7	2.7	21	8.0	15	5.7	89	33.0	134	50.8	2.09

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S/N	Statement	Respondents		%		%		%		%		%	Mean
	maintenance of school buses for teachers' transportation which enhance their job performance in schools.	Principals	0	0	2	6.1	4	12.1	9	27.3	18	54.5	2.08
		Supervisors	0	0	0	0	1	4.8	8	38.1	12	57.1	1.56
3	There is adequate maintenance of TV set and satellite dishes for teachers which enhances their job performance in schools.	Teachers	1	0.4	46	17.4	19	7.2	106	40.2	92	34.8	2.11
		Principals	1	3.0	4	12.1	1	3.0	12	36.4	15	45.5	2.20
		Supervisors	0	0	2	9.5	0	0	12	57.1	7	33.3	1.89
4	There is adequate maintenance of electric fans in the teachers rooms/quarters for teachers which improve their job performance in schools.	Teachers	1	0.4	3	12.5	43	16.3	43	16.3	144	54.5	2.28
		Principals	0	0	2	6.1	9	27.3	5	15.2	17	51.5	2.15
		Supervisors	0	0	1	4.8	5	23.8	1	4.8	14	66.7	2.10
5	There is adequate maintenance of common rooms for staff which enhance their job	Teachers	4	1.5	28	10.6	5	1.9	112	42.9	115	43.6	2.01
		Principals	0	0	4	12.1	0	0	13	39.4	16	48.5	1.98
		Supervisors	0	0	0	0	1	4.8	5	23.8	15	71.4	1.23

performance in schools.

S/N	Statement	Respondents	N	%	N	%	N	%	N	%	N	%	Mean
6	There is adequate maintenance of bore holes, water tanks for teachers which enhance their job performance in schools.	Teachers	18	6.8	22	8.3	5	1.9	86	32.6	133	50.4	1.98
		Principals	0	0	3	9.1	0	0	7	21.2	23	69.7	1.86
		Supervisors	0	0	0	0	0	0	9	42.9	12	57.1	1.34
7	There is adequate maintenance of food shops/canteen for teachers which enhance their job performance in schools.	Teachers	18	6.8	48	18.2	10	3.8	52	19.7	136	51.5	2.12
		Principals	1	3.0	6	18.2	3	9.1	7	21.2	16	48.5	2.57
		Supervisors	0	0	5	23.8	1	4.8	3	14.3	12	57.1	2.23
8	There is adequate maintenance of staff quarters for teachers which help to enhance their job performance in schools.	Teachers	14	5.3	22	8.3	26	9.8	61	23.1	141	53.4	2.34
		Principals	1	3.0	1	3.0	5	15.2	7	21.2	19	57.6	2.41
		Supervisors	0	0	0	0	0	0	5	23.8	16	76.2	1.24
9	There is adequate maintenance of rest rooms for teachers which improve their job	Teachers	16	6.1	13	4.9	50	18.9	38	14.4	147	55.7	2.53
		Principals	1	3.0	2	6.1	1	3.0	4	12.1	25	75.8	2.00
		Supervisors	0	0	0	0	4	19.0	3	14.3	14	66.7	2.01

#	Statement	Group	f	%	f	%	f	%	f	%	f	%	Mean
	performance in schools.												
10	There is adequate maintenance of viewing centers for teachers in schools.	Teachers	13	4.9	19	7.2	21	8.0	72	27.3	139	52.7	2.10
		Principals	0	0	1	3.0	3	9.1	11	33.3	18	54.5	2.05
		Supervisors	0	0	0	0	1	4.8	7	33.3	13	61.9	1.75
	Grand Mean												**2.20**

Table 2 shows that statements 1-10 were all accepted. This is because they had response mean lower than the instrument scale mean of 3.00. This implies that majority of the respondents disagreed with all the item statements stated above. Hence, welfare facilities were not adequately maintained to enhanced teachers' job performance in public secondary schools in Ebonyi State.

Testing of Hypotheses

Hypothesis One: There is no significant difference in the opinions of Principals, Supervisors and Teachers on the provision of welfare facilities on teachers' job performance in secondary schools in Ebonyi State.

Tables 3: Summary of One-Way ANOVA on the Evaluation of the Provision of Welfare Facilities on Teachers' Job Performance in Secondary Schools in Ebonyi State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	4.497	2	2.249			
				3.818	3.03	0.01
Within Groups	185.527	315	0.589			
Total	**190.024**	**317**				

P<0.05

Table 3 shows that the calculated Sig.(P) value of 0.01 is less than 0.05 level of significant set for the study, while the calculated F-ratio value of 3.818 is greater than the 3.03 F-critical value. Hence, the null hypothesis is hereby rejected. Therefore, there is significant difference in the opinions of Principals, Supervisors and Teachers on the provision of welfare facilities on teachers' job performance in secondary schools in Ebonyi State.

Hypothesis Two: There is no significant difference in the opinions of Principals, Supervisors and Teachers on the maintenance of welfare facilities on teachers' job performance in secondary schools in Ebonyi State.

Tables 4: Summary of One-Way ANOVA on the Evaluation of the Maintenance of Welfare Facilities on Teachers' Job Performance in Secondary Schools in Ebonyi State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	6.687	2	3.344			

				5.160	3.03	0.03
Within Groups	203.978	315	0.648			
Total	**210.665**	**317**				

P<0.05

Table 4 shows that the calculated Sig.(P) value of 0.03 is less than 0.05 level of significant set for the study, while the calculated F-ratio value of 5.160 is greater than the 3.03 F-critical value. Hence, the null hypothesis is hereby rejected. Therefore, there is significant difference in the opinions of Principals, Supervisors and Teachers on the maintenance of welfare facilities on teachers' job performance in secondary schools in Ebonyi State.

Discussion of the Findings
This section presents the discussion on the findings of the study. Based on the respondents' opinions, the findings of the study revealed that there was no adequate provision of welfare facilities such as staff rooms and bore holes/water tanks which affect teachers' job performance in most public secondary schools in Ebonyi State. In line with this finding, Nandagoyang (2016) revealed that welfare facilities were not adequately provided in schools. Also, the finding disagrees with the finding of Ibrahim (2014), who revealed that although welfare facilities were provided in most of the schools, but available welfare facilities were not adequate and the few available ones were not properly maintained. This finding disagree with the finding of the research conducted by Udosen (2015) research on the "Perception of Stakeholders on the Provision and Maintenance of School Plant in Secondary Schools in Kaduna Metropolis" revealed that welfare facilities are provided in secondary schools in Kaduna metropolis. This finding disagree with the findings of Nweneka (2016), Usman (2016) and Gana (2015) who found that welfare facilities such as school buses, water facilities, guidance and counseling offices and security facilities were adequately provided in secondary schools.

Also, the study revealed that welfare facilities such as staff rooms and bore holes/water tanks were not adequately maintained which affect teachers' job performance in most public secondary schools in Ebonyi State. In line with this finding, Ibrahim (2014) revealed that available welfare facilities were not adequate and the few available ones were not properly maintained. Also, Nandagoyang (2016) who revealed that welfare facilities were not maintained in secondary schools and this constitutes health and safety hazard to the students, teachers and other staffs among others. Also, Udosen (2015) revealed that welfare facilities were not properly maintained in secondary schools.

Recommendations
In line with the research findings and conclusions, the following recommendations were made:
1. Government should provide adequate welfare facilities needed in secondary schools in order to create an environment for effective teaching and learning and enhance teachers' job performance.
2. Educational Planners at Ebonyi State Ministry of Education should also assist schools by building maintenance costs into educational budget to take care of deterioration of the welfare facilities.

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STAKEHOLDERS' PERCEPTIONS ON THE MANAGEMENT OF STUDENTS' DISCIPLINARY ISSUES IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

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Abstract
The study assessed the "Stakeholders' Perceptions on the Management of Students' Disciplinary Issues in Secondary Schools in Kaduna State, Nigeria". Two (2) research questions and hypotheses were asked and formulated respectively to guide the study, and they were in line with the stated objectives. Descriptive survey research design was used for the study. The population of the study was 10,305 respondents, which comprised 7, 634 senior secondary teachers, 407 principals, 229 quality assurance officers and 2035 PTA officials. Proportionate sampling technique was used to select 370 respondents for the study. A self-designed questionnaire was used to collect data for the study and descriptive statistics of frequency counts and simple percentage were used to analyze the bio-data of the respondents, while mean was used to answer the research questions. One-Way Analysis of Variance (ANOVA) was used to test the hypotheses formulated at 0.05 level of significance. All the two (2) null hypotheses were retained. Findings of the study revealed that adequate provision of writing materials such as exercise books and pen; availability of the recreational facilities such as football and volleyball as well as cordial relationship between teachers and students enhanced the management of students' truancy in secondary schools in Kaduna State. The study recommended that Government should made available and adequate all necessary materials for teaching and learning such as textbooks, charts, maps, pictures and diagrams among others and make the learning environment not only conducive but also attractive.

Keywords: Management, Indiscipline, Truancy, Examination Malpractice.

Introduction
School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform to, the aim of which is to help the individual to be well adjusted, happy and useful to his society. In view of this, Janguza (2015) said that, discipline is understood as the ability of a student to respect the laws, rules and regulations of the school, and any behaviour contrary to these is termed as indiscipline in school. According to Sani (2016), discipline could be seen as behaviour exhibited by members of an organization which is in congruence with the established rules and regulations of the organization. Otieno (2012) argued that discipline in school is a system of guiding the students to make measurable decisions.

However, absent of discipline is often term indiscipline. According to Agbowuro and Daniel (2016) indiscipline in schools constitutes non-conformity to institutions' rules and regulations in respect of school uniform, noise making, punctuality, homework, class shirking, playing the truant, consuming alcoholic drinks, smoking cigarettes, being verbally and physically aggressive towards their peers and members of the staff, vandalizing school properties, arson, dishonesty, idleness, disorderliness, sex drug abuse, fighting, quarreling, robbery, pick pocketing, shop lifting, tugging, damaging of public property, killing, hooliganism, gambling, immoral acts, late coming, sleeping in the class and bunking lessons. Jumare (2017) opined that indiscipline in school could also been seen as students unwarranted behavior which are contrary to the school laws and certainly create set back on the students to attained desired goals. One of the critical issues the present society is battling with is the high rate of social indiscipline

among its teeming youth. Education is therefore placed in high esteem to channel its resources to address this ugly situation.

Truancy is one of the indiscipline behaviours exhibit by students in secondary schools. It is an irregular attendance in school or classes with many factors within or outside the school building peer group influence, teacher methods of teaching or discipline are some school factors that cap lead to truancy among students in rural areas. Sani (2016) viewed that programs designed to 'collect' truant students may improve attendance by bringing the students back to school they do little to impact the underlying personal, emotional, health-related, social, or academic factors that contribute to chronic absenteeism and truancy in the first place This step often requires a combination of efforts from schools, school districts, as well as the juvenile justice system and juvenile courts.

Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair advantage or disadvantage. It is another form of indiscipline that is very common among students in secondary schools in Kaduna State. Oluyeba (2013) defined examination malpractice as any irregular behavior exhibited by candidate or anybody charged with the examination inside or outside the examination hall before, during or after such examination. More so, examination malpractice 1s a deliberate act of indiscipline adopted by secondary school students most especially in Kaduna state or their privileged accomplices to secure fast success and advantage before, during and after the administration of a test or examination.

The school system is viewed as an avenue for socio-transformation of people's lives and imparting knowledge, skills, values, and attitudes that would enable the recipients to be useful and responsible members of the society. Flourishing anti-social activities in the society such as smuggling, corruption, bribery, black marketing without any check provides wrong cues to impressionable minds of young students. Indiscipline is a societal evil that has found its way into our society with the educational sector not counted out of this predicament.

In Kaduna State, it is observed by the researchers that the students no longer find time to read over the notes given to them by their teachers in the schools. Some of them in most cases are not regular and punctual in classes. Most students engage in unprofitable ventures like play video games, snookers, betting, gambling among others. A number of these students have constituted themselves as clogs in the wheel of academic progress of the schools. They have become terrors to their teachers and their fellow students. Even at the slightest form, they resort to destroying valuable school materials.

It is observed by the researchers that indiscipline among secondary school students in Kaduna State has become so rampant to the point that it has raised panic among educators, administrators, parents, the government and the society. The rate at which students are engaging in different kind of examination malpractices is breath taking. Many measures have been applied in recent past by government and school administrators in the bid to check the occurrence of these ugly situations. However, the worry is that despite all stern measures the rate of truancy and examination malpractice among secondary school students in the state is on the increase. This implies that measures have not adequately addressed the situation. The danger is that if the trends continue, the objectives of the secondary school education may be an illusion. It is against this background that this research study assessed the stakeholders' perceptions on the management of students' disciplinary issues in secondary schools in Kaduna State.

Research Objectives
The following objectives were set to guide the conduct of the study:
1.   Assess the perceptions of stakeholders on the management of students' truancy in public secondary schools in Kaduna State

2.   Examine the perceptions of stakeholders on the management of students' examination malpractices in public secondary schools in Kaduna State.

Research Questions
The following questions were asked to guide the conduct of the study:
1.   How does stakeholders perceived the management of students' truancy in public secondary schools in Kaduna State?
2.   In what ways do stakeholders perceived the management of students' examination malpractices in public secondary schools in Kaduna State?

Research Hypotheses
The following hypotheses were formulated to guide the conduct of the study:
HO1:   There is no significant difference in the opinions of teachers, principals, quality assurance officers and PTA Officials on the management of students' truancy in   public   secondary schools in Kaduna State.
HO2:   There is no significant difference in the opinions of respondents on the management of students' examination malpractices in public secondary schools in Kaduna State.

Methodology
Descriptive survey research design was used for the study. The target population of the study was 10,305 respondents which comprised 7, 634 senior secondary school teachers, 407 principals, 229 Quality Assurance Officers and 2,035 PTA officials in Kaduna State. Stratified random sampling technique was used to select 370 respondents for the study. This selection was based on the recommendation of Researcher Advisor (2006) Table for selection of sample size. The table suggested that for population of 10,000 to 25,000 at 95% confidence level and 5% margin error, the sample size of 370 respondents could be used. A self-designed questionnaire of 20 items, tagged "Stakeholders' Perceptions on the Management of Students' Disciplinary Issues in Secondary Schools (SPOMSIDISS) designed by the researchers was used to collect data for the study. The instrument was structured on a five (5) points Likert's scale options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with the numerical values of 5, 4, 3, 2 and 1 respectively.

Two (2) research experts in the field of Measurement and Evaluation vet the instrument. The data collected from the pilot study was subjected to reliability test using the split half method of reliability in determining the internal consistency of the instrument and the reliability coefficient stood at 0.74 using Cronbach's Alpha Method. Descriptive statistics of mean was used to answer the research questions while One-Way-Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. However, when the mean score of an item is greater than 3.00 set for the study, the item was regarded as agree by majority of the respondents. On the other hand, when the mean score of an item is less than 3.00, the item was considered disagree. A total of 370 copies of the questionnaire were distributed but only 334 copies were returned. The analysis of the study was based on the data gathered from the above mentioned number of returned copies of questionnaire.

Analysis of Results
Research Question One: How do stakeholders perceived the management of students' truancy in public secondary schools in Kaduna State?

In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in Table 1.

Table 1: Perceptions of Stakeholders on the Management of Students' Truancy in Secondary Schools in Kaduna State

SN	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Adequate provision of exercise books and pen to students by their parents helps to manage truancy in the schools.	Teachers	69	34.5	106	53.0	6	3.0	13	6.5	6	3.0	3.91
		Principal	17	48.6	13	37.1	3	8.6	1	2.9	1	2.9	3.97
		QAOs	13	50.0	8	30.8	0	0	4	15.4	1	3.8	3.68
		PTA Officials	33	45.2	25	34.2	4	5.5	9	12.3	2	2.9	3.78
2	Cordial relationship between teachers and students enhances the management of students' truancy in the schools.	Teachers	72	36.0	118	59.0	3	1.5	4	2.0	3	1.5	3.67
		Principal	17	48.6	18	51.4	0	0	0	0	0	0	3.53
		QAOs	14	53.8	11	42.3	0	0	1	3.8	0	0	3.99
		PTA Officials	47	64.4	21	28.8	2	2.7	1	1.4	2	2.7	3.75
3	Availability of the recreational facilities such as football and volleyball helps to enhance the management of students' truancy in the schools.	Teachers	91	45.5	75	37.5	20	10.0	10	5.0	4	2.4	3.59
		Principal	18	51.4	11	31.4	3	8.6	2	5.7	1	2.9	3.76
		QAOs	11	42.3	8	30.8	4	15.4	3	11.5	0	0	3.87
		PTA Officials	34	46.6	22	30.1	12	16.4	4	5.5	1	1.4	3.69
4	Adequate provision of seats and tables helps to enhance the management of students' truancy in the schools.	Teachers	85	42.5	93	46.5	5	2.5	11	5.5	6	3.0	3.76
		Principal	12	34.3	20	57.1	2	5.7	1	2.9	0	0	3.91
		QAOs	11	42.3	11	42.3	0	0	2	7.7	2	7.7	3.12
		PTA Officials	27	37.0	38	52.1	3	4.1	3	4.1	2	2.7	3.99
5	Avoidance of corporal punishment by the school management helps to reduce students' truancy in the schools.	Teachers	73	36.5	90	45.0	9	4.5	18	9.0	10	5.0	3.98
		Principal	18	51.4	14	40.0	0	0	1	2.9	2	5.7	3.87
		QAOs	5	19.2	14	53.8	2	7.7	5	19.2	0	0	3.96
		PTA Officials	28	38.4	29	39.7	1	1.4	9	12.3	6	8.2	3.93

No.	Statement	Respondent											Mean
6	The use of instructional material by teachers in teaching enhances the management of students' truancy in the schools.	Teachers	97	48.5	62	31.0	16	8.0	22	11.0	3	1.5	3.85
		Principal	19	54.3	11	31.4	2	5.7	1	2.9	2	5.7	3.82
		QAOs	10	38.5	8	30.8	3	11.5	5	19.2	0	0	3.85
		PTA Officials	37	50.7	22	30.1	4	5.5	6	8.2	4	5.5	3.93
7	Teachers' ability to deliver well in the class helps to enhance management of students' truancy in the schools.	Teachers	52	26.0	119	59.5	13	6.5	16	8.0	0	0	3.99
		Principal	21	60.0	10	28.6	0	0	3	8.6	1	2.9	3.81
		QAOs	15	57.7	8	30.8	0	0	3	11.5	0	0	3.97
		PTA Officials	49	67.1	18	24.7	1	1.4	4	5.5	1	1.4	3.29
8	Activities of drama club help to enhance the management of students' truancy in the schools.	Teachers	61	30.5	109	54.5	24	12.0	5	2.5	1	0.5	3.64
		Principal	14	40.0	13	37.1	5	14.3	2	5.7	1	2.9	3.95
		QAOs	12	46.2	10	38.5	3	11.0	1	3.8	0	0	3.96
		PTA Officials	36	49.3	20	27.4	8	11.0	5	6.8		5.5	3.80
9	Activities of Guidance and Counselling Unit enhance the management of students' truancy in the schools.	Teachers	62	31.0	114	57.0	14	7.0	10	5.0	0	0	3.34
		Principal	23	65.7	8	22.9	2	5.7	2	5.7	0	0	3.86
		QAOs	39	50.0	9	34.6	3	11.5	1	3.8	0	0	3.98
		PTA Officials	39	53.4	25	34.2	7	9.6	0	0	2	2.7	3.56
10	Punishment for students who bully other students is a means to manage truancy in the schools.	Teachers	85	42.5	81	40.5	16	8.0	9	4.5	9	4.5	3.74
		Principal	20	57.1	7	20.0	4	11.4	1	2.9	3	8.6	3.59
		QAOs	13	50.0	12	46.2	1	3.8	0	0	0	0	3.89
		PTA Officials	40	54.8	27	37.0	2	2.7	1	1.4	3	4.1	3.23

Table 1 show that statements 1-10 were all accepted. This is because they had response mean greater than the instrument scale mean of 3.00. This implies that majority of the respondents agreed with all the item statement stated above as ways of managing students' truancy in public Secondary Schools in Kaduna State.

Research Question Two: In what ways do stakeholders perceived the management of students' examination malpractices in public Senior Secondary Schools in Kaduna State?

In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in Table 2.

Table 2: Perceptions of Stakeholders on the Management of Students' Examination Malpractices in Secondary Schools in Kaduna State

SN	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
11	Adequate provision of students' seats and tables helps to manage students' examination malpractice in the schools.	Teachers	79	39.5	103	51.5	7	3.5	6	3.0	5	2.5	3.68
		Principal	9	25.7	21	60.0	2	5.7	2	5.7	1	2.9	3.83
		QAOs	16	61.5	8	30.8	2	7.7	0	0	0	0	3.81
		PTA Officials	33	45.2	31	42.5	5	6.8	3	4.1	1	1.4	3.56
12	Proper orientation for students helps to reduce examination malpractices in the schools.	Teachers	68	34.0	111	55.5	8	4.0	8	4.0	5	2.5	3.88
		Principal	9	25.7	20	57.1	3	8.6	3	8.6	0	0	3.53
		QAOs	7	26.9	18	69.2	0	0	1	3.8	0	0	3.91
		PTA Officials	30	41.1	36	49.3	6	8.2	0	0	1	1.4	3.45
13	Establishment of Guidance and Counselling Unit enhances the management of students' examination malpractices in the schools.	Teachers	69	34.5	99	49.5	19	9.5	8	4.0	5	2.5	3.98
		Principal	12	34.3	18	51.4	1	2.9	3	8.6	1	2.9	3.43
		QAOs	5	19.2	18	69.2	1	3.8	1	3.8	1	1	3.80
		PTA Officials	20	27.4	40	54.8	5	6.8	4	5.5	4	5.5	3.79
14	Adequate provision of seats and tables helps to enhance the management of students' truancy in the schools.	Teachers	42	21.0	111	55.5	23	11.5	22	11.0	2	1.0	3.84
		Principal	10	28.6	15	12.9	5	14.3	3	8.6	3	8.6	3.56
		QAOs	5	19.2	16	61.5	1	3.8	4	15.5	0	0	3.78
		PTA Officials	21	28.8	32	43.8	5	6.8	11	15.1	4	5.5	3.69
15	Activities of religious clubs such as MSSN and FCS help to enhance the	Teachers	44	22.0	106	53.0	17	8.5	24	12.0	9	4.5	3.80
		Principal	6	17.1	20	57.1	3	8.6	4	11.4	2	5.7	3.79
		QAOs	4	15.	11	42.	2	7.7	6	23.	3	11.	3.9

#	Statement	Respondents	f	%	f	%	f	%	f	%	f	%	Mean
	management of students' examination malpractices in the schools.	PTA Officials		4		3				1		5	2
			15	20.8	31	43.1	12	16.7	12	16.7	2	2.8	3.95
16	The use of instructional materials by teachers helps to facilitate learning and enhance the management of students' examination malpractices in the schools.	Teachers	71	35.5	91	45.5	18	9.0	15	7.5	5	2.5	3.86
		Principal	11	31.4	19	54.3	3	8.6	2	5.7	0	0	3.95
		QAOs	6	23.1	13	50.0	2	7.7	5	19.2	0	0	3.97
		PTA Officials	13	18.3	39	54.9	6	8.5	8	11.3	5	7.0	3.98
17	The use of student-centered approach in teaching helps to enhance the management of students' examination malpractices in the schools.	Teachers	72	36.0	95	47.5	23	11.5	6	3.0	4	2.0	3.94
		Principal	7	20.0	23	65.7	4	11.4	1	2.9	0	0	3.81
		QAOs	9	34.6	9	34.6	6	23.1	0	0	2	7.7	3.97
		PTA Officials	30	41.1	29	39.7	9	12.3	1	1.4	4	5.5	3.09
18	Adequate provision of students' textbooks helps to manage examination malpractices in the schools.	Teachers	71	35.5	95	47.5	22	11.0	7	3.5	4	2.0	3.21
		Principal	12	34.3	13	37.1	8	22.9	2	5.7	0	0	3.94
		QAOs	7	26.9	14	58.8	5	19.2	0	0	0	0	3.86
		PTA Officials	37	50.7	28	38.4	6	8.2	0	0	2	2.7	3.89
19	Emphasis on students' innovation and creativity helps to manage students' examination malpractices in the schools.	Teachers	61	30.5	96	48.0	27	13.5	9	4.5	7	3.5	3.85
		Principal	7	0.0	21	60.0	2	5.7	3	8.6	2	5.7	3.47
		QAOs	9	34.6	11	42.3	2	7.7	3	11.5	1	3.8	3.88
		PTA Officials	23	31.5	43	58.9	3	4.1	2	2.7	2	2.7	3.67
20	Cordial relationship between the students and staff helps to manage students'	Teachers	67	33.5	95	47.5	25	12.5	11	5.5	2	1.0	3.49
		Principal	11	31.4	15	42.9	9	25.7	0	0	0	0	3.52
		QAOs	8	30.8	16	61.5	1	3.8	1	3.8	0	0	3.93
		PTA	26	35.	36	49.	4	5.5	4	5.5	3	4.1	3.8

examination malpractice in the schools.	Officials	6	3		6

Table 2 shows that statements 11-20 were all accepted. This is because they had response mean greater than the instrument scale mean of 3.00. This implies that majority of the respondents agreed with all the item statement stated above as ways of managing students' examination malpractices in public Secondary Schools in Kaduna State.

HO1: There is no significant difference in the opinions of principals, teachers, quality assurance officers and PTA officials on the management of students' truancy in public Senior Secondary Schools in Kaduna State.

Items 1-10 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 3.

Tables 3: Summary of One-Way ANOVA on the Perceptions' of Stakeholders on the Management of Students' Truancy in Secondary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	0.627	3	0.209			
				.969	3.03	0.407
Within Groups	71.102	330	0.215			
Total	**71.729**	**333**				

P<0.05

Table 3 shows that the calculated Sig. (P) value of 0.407 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.969 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals, teachers, quality assurance officers and PTA officials on the management of students' truancy in public Senior Secondary Schools in Kaduna State.

HO2: There is no significant difference in the opinions of principals, teachers, quality assurance officers and PTA officials on the management of students' examination malpractices in public Senior Secondary Schools in Kaduna State.

Items 11-20 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.

Tables 4: Summary of One-Way ANOVA on the Perceptions' of Stakeholders on the Management of Students' Examination Malpractices in Secondary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	0.214	2	0.071			
				0.417	3.03	0.741
Within Groups	56.291	330	0.171			
Total	**56.504**	**333**				

P<0.05

Table 4 shows that the calculated Sig. (P) value of 0.41 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.417 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of principals,

teachers, quality assurance officers and PTA officials on the management of students' examination malpractices in public Senior Secondary Schools in Kaduna State.

Discussion of Findings
This section presents the discussion on the findings of the study. Based on the respondents' opinions, the findings of the study revealed that adequate provision of writing materials such as exercise books and pen; availability of the recreational facilities as well as cordial relationship between teachers and students enhanced the management of students' truancy in most secondary schools in Kaduna State. This was supported by the result of the hypothesis where p-value is 0.407 which is greater than 0.05 level of significant. These findings were in line with the findings of Ndagire (2012), Haruni and Zuena (2013) and Kimani (2013) who revealed that stakeholders hold positive perceptions, such as provision of infrastructural facilities and established school rules and regulations, on discipline management as a means to improve students' academic performance in secondary schools is likely to happen in most of best performing schools compared to poor performing schools. However, the finding disagrees with the finding of Sani (2016) who revealed that principal in most junior secondary schools could not manage discipline.

The finding of the study revealed that adequate provision of students' seats and tables and activities of religious clubs such as MSSN and FCS help to managed students' examination malpractice in most secondary schools in Kaduna State. This was supported by the result of the hypothesis where p-value is 0.741 which is greater than 0.05 level of significant. This finding was in line with the finding of Aliyu, Askira and Akimbo (2012) conducted a research on the "Causes and Effects of Examination Malpractice on Academic Performance of Senior Secondary School Students in Maiduguri Metropolis, Borno State" and revealed that inadequate teaching, poor supervision, moral decadence and teachers' involvements are some of the causes of examination malpractice. The study indicates that a decline in the standard of education is one of the most serious consequences of examination malpractice.

Conclusion
Based on the findings of the study, it was concluded that adequate provision of writing materials such as exercise books and pen; availability of the recreational facilities such as football and volleyball as well as cordial relationship between teachers and students enhanced the management of students' truancy in secondary schools in Kaduna State. The study also concluded that adequate provision of students' seats and tables and activities of religious clubs such as MSSN and FCS enhanced the management of students' examination malpractice in secondary schools in Kaduna State.

Recommendations
In line with the research findings, the following recommendations were made:
1.   Government should made available and adequate all necessary materials for teaching and learning such as textbooks, charts, maps, pictures and diagrams among others and make the learning environment not only conducive but also attractive. This will go a long way in reducing rate of truancy among students;
2.   Kaduna State Government should provide adequate infrastructural facilities such as seats and tables and examination bodies should take all necessary measures to ensure that examination malpractice is minimized in schools.

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THE SOCIOLOGICAL EFFECTS OF SEX-FOR-GRADE PRACTICE IN HIGHER EDUCATIONAL INSTITUTIONS IN EDO STATE, NIGERIA

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Abstract
This study was designed to examine the effects of sex-for-grade practice in tertiary institutions and its implications for higher education in Nigeria. Questionnaires were administered to seven hundred and twenty students and ninety lecturers in Edo State. The purposive and the simple random sampling techniques were used. A Cronbach alpha value of .870 was obtained for the reliability. The data were analysed using descriptive statistics, independent sample ttest and paired sample t-test. The results from the presentation showed that endless trauma, low self-esteem, and depression are some of the effects of sexual harassment on its victims. Based on the findings of this work, it was recommended that students who are victims of sexual harassment should visit counselors and psychologists for professional counsel. Faculty members who perpetrate sexual harassment should be suspended and guilty students should be expelled.

Introduction

In every open social institution where there are males and females, there is bound to be interaction among them, and such interaction could either be positive or negative. Sexual harassment could therefore be a product of such negative interaction among males and females, which may have far-reaching implications for individuals and the nation at large.

In recent times, there have been public outbursts on the falling standard of higher education in Nigeria. There are several opinions that Nigerian students as integral parts of the higher education process handle academics with levity, thus relying on other means of passing examinations, one of which is by exchanging sex for good grades. Research also suggests that the main perpetrators of sex-for-grade in Nigerian tertiary institutions are both academic and nonacademic staff.

Gender-based violence and sexual harassment in education have increasingly become important topics of discussion as more females enter the arena of education at all levels. Sexual harassment is not only seen as the satisfaction of sexual desire but also a power manifestation. This creates negative images of females particularly as learners. Directly and indirectly, sexual harassment has adverse effects on the victim's psychological well-being. This study examines the effects of sex-for-grade practice as well as strategic methods to control sexual harassment in tertiary institutions.

Research Questions

The following research questions have been raised to guide this study:

1. What are the sociological effects of the sex-for-grade practice in Nigerian tertiary institutions?
2. What are the strategies for the effective control of sex-for-grade practice in Nigerian tertiary institutions?

Purpose of the Study

The main purpose of this study is to examine the sex-for-grade practice in tertiary institutions and its implications for higher education in Edo State, Nigeria. Specifically, the study seeks to:

1. Find out the effects of sex-for-grade practice in Nigerian tertiary institutions
2. Suggest strategies for the effective control of sex-for-grade practice in tertiary institutions.

Brief Review of Literature
This is presented under the following subheading:

Theoretical Framework
This research work is hinged on the Social Exchange Theory. The Social Exchange Theory states that for any benefit an individual receives, an equivalent benefit should be returned at one point. This theory was developed by Thibaut and Kelly in 1959. It is a relationship maintenance theory which looks at how people arrive at their decisions in relationships. The key tenet of this theory is that human behaviour is in essence an exchange in which people seek out options with the best profit or reward. Zafiroviski (2003) is of the opinion that people establish relationships because they expect some kinds of reward in these relationships. The sole aim is to pursue that which gives pleasure and gain. This explains why a sixty years old man who knows the consequences of going to bed with a sixteen years old girl, the possibility of contracting AIDS, losing his job and self-respect if caught in the act still goes on to do it. For him, nothing is more gainful at that particular point in time than satisfying his sexual urge.

On the other hand, a sixteen years old female student who allows herself to be ravished by her lecturer may not do it for sexual satisfaction. For her, having good grades in exchange for her action is of more benefit. Supporting this, a study carried out by Imasogie (2002) to investigate the prevalence of sexual harassment at Olabisi Onabanjo University found out that many female students felt that they will gain more if they agree to a male lecturer's requests for sex as long as the act brings academic success. This may be why Sabini (2001) sees sexual harassment as a crime of violence not as a crime of passion. This is because most times the motive of the harasser who presses the victim to have sex, may not be for sexual gratification in itself rather, the motive is to control and gain power over the victim. Perpetrators do not usually have regard for their victims. They only seek to fulfill their desires.

Effects of Sexual Harassment
The incidence of sex harassment is seldom reported (Aluede, Imonikhe and Idogho, 2011).In the school system, there are implicit and explicit coercive sexual behaviour that are used to control, influence or affect the educational opportunities, grades, and / or learning environment of a student. These include withholding or threatening to withhold grades earned or deserved, submitting or threatening to submit an undeserved performance evaluation, denying or threatening to deny a scholarship recommendation or college application.

Thus, experiencing sexual harassment can have negative effects in a victim's psychological and physical health (Swan & Fitzgerald, 1997). Problematic reactions include anger, reduced self esteem, loss of confidence, depression, anxiety, psychological trauma and powerlessness on the part of the victims. Victims may also have difficulty in their personal relationships and in sexual adjustment (loss of desire, for example). Sexual harassment can also lead to any of the following: contracting sexually transmitted infections and unwanted pregnancies; lack of concentration in studies, thereby leading to poor academic performance; poor image; failure to achieve the institutions' objectives of producing wholesome graduates for the Nigerian society; increased alcohol consumption; smoking; and dependence on drugs (Davidson & Fielden, 1999). Sexual harassment can also produce fallout on the jobs. For females who are harassed, it may lead them to become less productive, less satisfied with their jobs and less committed to their work compared to those who do not experience sexual harassment.

Studies on sexual harassment of students have established that sexual harassment is a pervasive and persistent form of violence experienced often on a regular basis by the majority of females. For example, the 1994 study by the Ontario Secondary School Teachers' Federation (OSSTF) found that over 80% of the female students surveyed had been sexually harassed byanother student and 20% of them by school staff. The study also revealed that about 1% of boys had also been sexually harassed. The range of sexual

harassment reported within school setting was extensive. The ranges included sexual comments, jokes, gestures, touch and pinched in sexual way.

In all the cases, girls reported more serious and negative impacts on their school performance than did the boys. These impacts included difficulty in concentration, fear, ill at ease, lowered self–esteem and lower grades. A similar study of four Nigerian universities revealed that students identified sexual harassment as being among the stressors hindering academic work (Ladebo, 2001). Too often, sexual harassment is viewed by students, lecturers, staff and parents as just part of life. Denial, dismissal and minimization have all been used by the public to mask the reality (Fadipe & Oluchukwu, 1999; Kopels & Dupper, 1999). Cases of sexual harassment are not often reported for fear of victimization and stigmatization.

Assault, bullying, exploitation and intimidation are vices that play out in the sexual encounter, leaving the victims with long-term pains that devastate their psychological well-being. Incidence of sexual harassment is not always reported. This makes it possible for perpetrators to go free. This is responsible for the unchecked reoccurrence of the behaviour deficit. Sexually harassed individuals can suffer through a number of psychological effects, ranging from irritation and frustration to anxiety, stress, and trauma. Depending on the situation, the victim can experience mild annoyance to extreme psychological damage, while the impact on a victim's career and life may be significant and also leave them in ruins (Schuffer, 2000).

Other psychological symptoms of sexual harassment include excessive guilt and shame, persistent sadness, compulsive thoughts, negative outlook, irritability, mood swings, impulsivity, emotional flooding, diminished self-confidence, decreased concentration, anxiety, fears of loss of control, escape fantasies, rage episodes, obsessional fears, crying spells, persistent anger and fear, decreased self-esteem, self-doubt, feelings of humiliation, helplessness, vulnerability and alienation. Psychiatric disorders reported have included anxiety disorders, post-traumatic stress disorder, acute stress disorder, dissociation disorders, somatization disorders, sleep disorders, sexual dysfunction disorders, psychoactive substance abuse disorders, depressive disorders and adjustment disorders (Pearlin, 1989). General stress process model posits that the frequency and severity of harassment are key predictors of mental health and well-being and that personal vulnerability moderates the association between harassment and its negative outcomes. Sexual harassment undermines the integrity of the academic environment, and it prevents its victims from achieving their full potential.

For instance, graduates who obtained certificates through favours or sexual consent are not worth the certificates they have been conferred. This is obvious in the performance of the half baked graduates produced into the labour market in recent times. Many seasoned academics in whom much resources of the nation have been expended have had their careers terminated through cases of sexual harassment. Their images and those of their family members are often tarnished within the immediate environment.

In most cases, the consequences for female victims can be reflected in psychological pains, revulsion, or hatred towards the harasser or other men around them. Victims often feel cheap, dirty and vulnerable. In the same vein, sexual harassment can threaten a student's physical and emotional well-being, influence how well a student performs in school, and make it difficult for the student to achieve her career goals. In addition, the memory often remains; it continues to trigger a feeling of depression that can make the victim develop a withdrawal syndrome, particularly from men with long-term impact on decision to be married (Taiwo et al, 2014).

The effect of sexual harassment on a student's academic progress and attainment of future goals can be significant and should not be underestimated. As a result of sexual harassment, a student may have trouble in learning or drop out of school, lose trust in school officials, become isolated, nurse constant

fear for personal safety and have low self-esteem which may prevent the student from achieving her maximum potential. By extension, sexual harassment negatively affects the productivity and economic development of a nation due to poorly skilled employees who create problems for the labour market. It has been observed that those who have been victims of sexual harassment before may react more negatively than first-time targets because past experience diminishes one's ability to cope (Fitzgerald et al, 1997).

Indeed, psychologists and social workers report that severe/chronic sexual harassment can have the same psychological effects as rape or sexual assault. (Koss, 1987) For example, in 1995, Judith Coflin committed suicide after chronic sexual harassment by her bosses and co-workers. (Her family was later awarded 6 million dollars in punitive and compensatory damages.) Backlash and victim-blaming can further aggravate the effects. Moreover, every year, sexual harassment costs hundreds of millions of dollars in lost educational and professional opportunities, mostly for girls and women (Boland, 2002).

Ogunbameru, (2006) highlights some of the effects of sexual harassment, particularly in the academia. They include:
- Victims may feel powerless to stop the situation. It is common to fear retaliation, for example with grades or recommendations. They fear that their complaints will not be taken seriously, or that they will be perceived as causing trouble.
- Victims often blame themselves, and fear that others will also blame them, even though it is the harasser's authority or influence that has been misused.
- Victims often change academic plans. They may drop courses, change institution/majors, drop out of school, change residence, avoid advisers, or neglect academic commitments or responsibilities to avoid a harasser.
- Victims often have physical symptoms of stress, such as stomach problems or headaches. They may also become depressed, moody, or irritable without knowing why.
- Victims will often suffer lower self-esteem, self-respect, and self-confidence.
- Victims are often confused about what is happening and/or what can be done about it.

Control of Sexual Harassment on Campus
A common coping strategy in cases of sexual harassment is reliance on social support from colleagues, friends, and family members (Gutek & Koss, 1993). This is also supported by the study conducted by Stockdale (2006) which revealed that, contrary to conventional wisdom, victims of sexual harassment who used confrontational coping strategies tended to experience worse outcomes than did others. Furthermore, the use of confrontational coping strategy tended to amplify associations between harassment pervasiveness and consequences, especially for men. Researchers have theorized that culture and societal values heavily influence social-support mobilization (Keinan, 1997). In Turkey, it was documented that sexually harassed women who did not fear blame often coped by relying on their male support network—fathers, brothers, husbands, relatives or friends of higher status to intervene in the situation and step in as protectors (Stockdale 2006).

According to past Anglo American research, avoidance is the most prevalent responses to sexual harassment. That is, a common strategy for many targets is to avoid the perpetrator or the harassing context if possible (Gutek & Koss, 1993). Another strategy for curbing sexual harassment, especially in tertiary institutions is investigative journalism. For The UNESCO (2007), investigative journalism involves exposing to the public matters that are concealed–either deliberately by someone in a position of power, or accidentally, behind a chaotic mass of facts and circumstances that obscure understanding. It requires using both secret and open sources and documents.

Investigative journalism can play a crucial role in bringing allegations of sexual assault in Nigerian university system to light and eradicating the impunity in Nigeria universities.

Investigative journalism is an essential—albeit untapped—source of detection in assault cases. Investigative reporting has traditionally been at the forefront of media that cause the most change and reform. Hence, it is vital to development and reformation of the university system. Accordingly, through investigative journalism, unethical, immoral and illegal behaviour by lecturers, students as well as administrative staff can be exposed.

In a research conducted in south western part of Nigeria, of the eight rape victims who were interviewed in depth, only two had revealed the incident to anyone (Ajuwon 2005). Also, Ellsberg, Winkvist and Pena (2001) reported as further difficulty, that women are typically more reluctant to discuss sexual harassment or abuse by non-partners than by partners and therefore special methods are needed to encourage disclosure.

Lecturers found culpable should be named and shamed to serve as deterrent to others. The lecturers should be suspended and if it's a student's fault, the student should also be suspended. There should be enough sensitization to be able to empower women to be bold and report these lecturers. When the lecturers know that the students will report them, they will minimize and eventually stop harassing female students. Female students should do their best in studies and that would be a proof to their good grades. There should be flexibility in laws and ladies are encouraged to report such issues without victimization from other lecturers. There should also be good supervision of lecturers and open communication channels between students and school authorities.

Methodology
This chapter contains the following subheadings:

Research Design
The study adopted the descriptive survey research design. The survey method involved the use of questionnaire. The researcher decided to make use of the survey method because it provides a high level of general capability in representing the study population.

Population of the Study
The population for this study consisted of 10,200 students and 1,779 teaching staff of the University of Benin, Benin City and the Federal Polytechnic, Auchi. This population captured students studying for Bachelor's degrees and Diplomas in Edo State. The data gathered from this population mirrored the rate of sex-for-grade practice in public universities and polytechnics in Edo State.

Sample and Sampling Technique
For the composition of students and academic staff subjects, the first step involved random sampling of three faculties/schools in each of the tertiary institutions through balloting. The second step involved sampling three departments in each of the sampled faculties/schools.
In each of the departments, 5 lecturers were sampled randomly and 40 students were sampled purposively from Year II/200 level and above, using proportionate stratified random sampling procedure. The sample size was composed of a total of 720 students and 90 lecturers in the University of Benin, Benin City and the Federal Polytechnic, Auchi, Edo State.

Research Instrument
The instrument used for the purpose of gathering data for this study is a self-designed questionnaire. The questionnaire was titled: Sex-for-Grade Questionnaire (SfGQ). The questionnaire consisted of two sections, that is, sections A and B. Section A contained the bio data of respondents while section B

contained questions on sex-for-grade practice as shown in the research questions. Respondents were expected to rate each of the items in section Bon a Likert four point's scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Validation of the Instrument
The self-designed questionnaire was face-validated by the researcher's supervisor in the Department of Educational Foundations and two experts, one from the Department of Educational Management and the Department of Measurement and Evaluation, Faculty of Education, University of Benin. Their inputs and corrections were considered before producing the final draft of the instrument.

Reliability of the Instrument
Reliability test was carried out on the research instrument in order to ascertain the degree to which the instrument yields consistent results. The internal consistency reliability test technique was adopted for the study. Cronbach's Alpha was used to measure the internal consistency as it calculates all possible split half values of the test. A coefficient of .870 was obtained.

Method of Data Collection
Data for the study were collected by administering the instrument, Sex-for-Grade Questionnaire (SfGQ), to all the sampled subjects of the study. The researcher administered the questionnaire with the help of one trained research assistant in each of the tertiary institutions. The essence was to achieve high rate of return of completed questionnaire.

Method of Data Analysis
The data collected for the study was analysed using descriptive statistics, independent sample t-test and paired sample t-test. A measure of central tendency, that is the mean, was used to describe the average of each category data. Finally, the hypotheses for the study were tested using test statistics.

Research Question 1
What are the sociological effects of the sex-for-grade practice in Nigerian tertiary institutions?

Table 1: Descriptive Statistics of the effects of the sex-for-grade practice in Nigerian tertiary institutions

S/N	Items	Mean	Std. Deviation	Remarks
1.	Victims of sex-for-grade have endless trauma.	3.7472	3.25448	SA
2.	Students have feelings of low self-esteem when lecturers demand sex to award them good grades	3.2236	2.84995	SA
3.	Victims of sexual harassment become frustrated in academics.	3.1611	2.72233	A
4.	Being a victim of sexual harassment creates hatred for the opposite sex.	2.975	2.62784	SA
5.	Victims of sexual harassment engage in addictions such as masturbation, smoking drinking, etc.	3.3361	2.95287	SA
6.	Victims of sexual harassment feel humiliated, especially when a third party is aware.	3.2652	2.83969	SA
7.	Victims of sexual harassment are usually depressed.	2.9791	2.62308	SA
8.	Victims of sexual harassment develop a withdrawal syndrome.	3.1152	2.70133	A
9.	Sexually harassed students sometimes attempt suicide.	3.1097	2.75176	SA
10.	The self-confidence of sexually harassed students diminishes	3.1347	2.70133	A
11.	The society may lose faith in the quality of certificate as a	3.4875	3.03498	SA

	result of sexual bartering on campus			
12.	Victims of sexual harassment may feel unsafe to participate fully in the academic activities of the tertiary institution.	3.2097	2.76485	A
13.	Graduates who obtained their certificates through sexual bartering create problem for the labour market.	3.5097	3.07498	SA
14.	Students who are sexually harassed lose trust in school officials.	3.1555	2.71313	A
15.	Sexually harassed students may likely drop out of school	3.8055	3.30781	SA
16.	Sexual harassment negatively affects students' performance in academics.	3.7263	3.23908	SA
17.	Images of lecturers are tarnished when accused of sexually assaulting students.	3.175	2.74114	A
18.	Academic careers of seasoned academics have been terminated through cases of	3.1625	2.72233	SA
19.	Students who are sexually harassed find it	3.2652	2.90593	SA
20.	When falsely accused of sexual harassment, family members of academics may lose the respect of others.	3.2125	2.78488	SA
21.	When falsely accused of sexual harassment, academic lose passion for their job.	3.0722	2.71671	SA
	Grand Mean	**3.2775**	**2.85859**	**SA**

KEY: A- Agree, SA – Strongly Agree, D – Disagree, SD – Strongly Disagree
Source: Researcher's calculation, with the aid of SPSS

From table 1 above, questions 15 and 1 recorded the highest mean of 3.81 and 3.75 respectively. The least mean distribution was recorded by question 4 which is 2.98 and the grand mean is 3.2775, which indicates that the respondents strongly agree to the effects of sex-for-grade practice in Nigerian tertiary institutions.

Research Question 2
What are the strategies for the effective control of sex-for-grade practice in Nigerian tertiary institutions?

Table 2: Descriptive Statistics of the effective control of sex-for-grade practice in tertiary institutions

S/N	Items	Mean	Std. Deviation	Remarks
1.	Sexually harassed students can cope by relying on support from friends and family.	3.2583	2.80475	A
2.	To control sex-for-grade practice in tertiary institutions, students should be allowed to see their scripts after examinations.	3.0750	2.63153	A
3.	Victims of sexual harassment should always avoid perpetrators.	3.0944	2.76284	SA
4.	Victims of sexual harassment should report to authorities of their institutions.	2.9722	2.61990	A
5.	Investigative journalism is an effective strategy to control sex-for-grade practice in tertiary institution.	3.5652	3.08445	SA
6.	Lecturers who sexually assault students should be dismissed.	3.3763	2.89059	A
7.	Students who sexually harass lecturers should be rusticated.	3.1416	2.78687	SA
8.	Victims of sexual harassment should expose perpetrators on social media.	3.5597	3.06684	SA

9.	To prevent sexual harassment, school authorities should discourage indecent dressing among students.	2.8541	2.50444	A
10.	Victims of sexual harassment should visit counselors and psychologists for professional counsel.	3.4527	3.03726	SA
11.	Sex education should be provided, especially for newly admitted students.	2.9902	2.62361	SA
12.	Perpetrators of sexual harassment should face legal actions, regardless of status or influence.	3.5055	3.05550	SA
13.	Students being harassed should always record conversations between them and the perpetrators as proof.	3.3347	2.89347	SA
	GRAND MEAN	**3.2446**	**2.82785**	**SA**

KEY: A- Agree, SA – Strongly Agree, D – Disagree, SD – Strongly Disagree
Source: Researcher's calculation, with the aid of SPSS

From table 2 above, questions 5 and 8 recorded the highest mean of 3.57 and 3.56 respectively. The least mean distribution was recorded by question 9 which is 2.85 and the grand mean is 3.2446, which indicates that the respondents strongly agree to the effects of sex-for-grade practice in Nigerian tertiary institutions.

Discussion of Findings
For students who are genuinely harassed by lecturers, Table 1 shows that they often develop a withdrawal syndrome. This is supported by Taiwo et al, (2014) that the memory of the act often remains with the victim and it continues to trigger a feeling of depression that can make the victim develop a withdrawal syndrome, particularly from men with long-term impact on decision to be married. Supporting this also, Ogunbameru, (2006) stated that victims of sexual harassment may drop out of school, change residence, avoid advisers, or neglect academic commitments or responsibilities to avoid a harasser.

In Table 2, respondents agree that sexually harassed students can cope by relying on support from friends and family. This coping strategy in cases of sexual harassment is supported by Gutek and Koss (1993) who discovered that reliance on social support from colleagues, friends, and family members is an effective way to help sexually harassed students. This was also reechoed in the study of Stockdale, (2006) in which it was documented that sexually harassed women often coped by relying on their male support network—fathers, brothers, husbands, relatives or friends of higher status to intervene in the situation and step in as protectors (Stockdale 2006).

Respondents, in Table 2, also agree that victims of sexual harassment should report to the authorities of their institutions. Ellsberg, Winkvist and Pena (2001) reported that women are typically very reluctant to discuss sexual harassment or abuse with others. Masters, Johnson and Koloduy (1995) reported that when a woman is sexually harassed, she is usually accused of inviting the action directed to her. If she comes up to report, it may generate a lot of embarrassing publicity or even damaging consequences.
The findings of this study show that sexual harassment is not a new phenomenon in tertiary institutions. Although it encompasses both males and females, the burden of sexual based violence is borne more by females, with such effects culminating often to physical and mental illnesses, low self-esteem, suicidal behaviours, to mention but a few. There is no doubt that this is a major systemic barrier to women education and development in the nation.

Conclusion

The unethical practice of exchanging sex for grades projects a negative image of the teaching profession both nationally and globally. And if left unchecked, the society will lose faith in the quality of certificates that are awarded by tertiary institutions.

The following conclusions are based on the results of the research:
1.	Endless trauma, low self-esteem, and depression are some of the effects of sexual harassment on its victims.
2.	Some of the strategies for the effective control of sexual harassment in Nigerian tertiary institutions include having strong policies on sexual harassment, suspending staff and students found guilty, providing professional counsel for victims of sexual harassment.

Recommendations

Sequel to the findings and discussions from this study, the following recommendations are made to effectively control this practice in Nigerian tertiary institutions:
•	Tertiary institutions should employ the use of investigative journalism as a strategy to control sex-for-grade practice on campus.
•	Students, especially females, should be discouraged from visiting lecturers alone in their offices during odd hours of the day.
•	Students who are victims of sexual harassment should visit counselors and psychologists for professional counsel.
•	Faculty members who perpetrate sexual harassment should be suspended and guilty students should be expelled.

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AN ASSESSMENT OF THE QUALITY OF NOMADIC EDUCATION PROGRAMME IN SOME PRIMARY SCHOOLS IN THE YOBE STATES OF NIGERIA

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Abstract

This study focused on "Assessment the quality of nomadic primary education programme in the yobe of Nigeria.. The study was set to achieve objectives; with sole aim of improving the quality of nomadic education programme. Based on the objectives; to determine whether the programme has changed the ways and lives of the nomads, to assess the qualification and adequacy of the staff of the programme, to determine whether the movement of the nomads for grazing land do affect the quality of teaching and learning in the area of study,three research questions and three hypotheses were formulated to guide the study. Relevant literature to the study were reviewed and all cited works were acknowledged at the reference Survey method was adopted. The target population comprised 170 LGEA officials, 646 Parent Teachers Association and School Based Management Committee PTAs/SBMCs, 197 head teachers of nomadic primary schools and 320 teachers of nomadic primary schools totalling of 1333 were stratified simple randomly selected. A sample of 480 from the head teachers, teachers, PTA/SBMC and LGEA official to elicit their responses. Structured questionnaires was used in collecting the data and it was validated based on content validity.. The answering the research questions using descriptive and inferential statistical tools were used . All hypotheses were tested at 0.05 alpha level of significance. The finding of the study revealed that the programme has change the lives of the nomads, There are adequate and qualified teachers for the programme. The movement of the nomads negatively affects the programme It has been an established fact that education is quite significant in the life of the individual. There is no wonder therefore that the establishment of the nomadic education programme has positively impacted on the life of the nomads. The intent and purpose of introducing the programme is to give the nomads fair learning opportunity as enshrined in the 1979 constitution that the government should ensure fair learning opportunities for its citizens. As learning is the primary means of upgrading the socio-economic condition of people, it has really upgraded the lives of the nomads as it has tremendously enlightened them on their civic responsibility. The nomads now know their rights and how to fight for it. They have also learnt better how to carry out their occupations such as cattle rearing and fishing. Giving the kind of importance attached and the patronage the programme enjoy from the federal government there is nothing of surprise to find that the programme has enough and qualified manpower, especially teaching staff manning the programme. It is for this reason that the programme was able to change the lives of the nomads for the better. From the finding it can be resolved that, after careful assessment of the various elements of the nomadic education programme, the programme is in success and has prospect. This is because of the fact that the essence of education or learning is to change behaviour positively and this has been achieved. The nomads, a great number of them are enlightened and civilized. Most importantly, they can manage their affairs quite better than before. If the government continue to support the programme as it is doing now, the nomads will prosper and contribute meaningfully to the development of the nation. The study recommended that , since constant movement of the nomads militates against full success of the programme, government should provide rich grazing land for the pastoral Fulani and improve the ponds and rivers for the fishermen. Essential facilities, such as good portable water, electricity, clinics etc. should be provided at the settlements of the nomads. The government should encourage and sponsor the nomadic education primary school pupils to further their education.

Keywords*: Assessment, Quality, Nomadic, Education, Programme.*

Introduction

Education occupies quite a significant position in Nigeria's Social and Economic development. The importance of education has been adequately documented in the literatures. Education serves as the spring board for social and economic change. All who have medicated on the art of governing mankind have been convinced that the fate of empire depends on the education of Youth (Wennergreen, Anlholt, and Whitaker 1984: 34). The importance of education in Nigeria is evident from the large budgetary allocation in the national development plans as mandated by UNESCO, that 26% of a nations budget should go to education. The government of Nigeria believes that learning is the primary means of upgrading the socio-economic condition of the rural populace. This populace, particularly the Fulani tribe, difficult to educate, with less than ten percent of the men and two percent of the women Fulani are literate and the number of lettered men and women in western-style education among the Fulani fall below the national average.

To educate the Fulani children, arrangement has been made for such children to assist their parents in the morning and go to school in the evening. Special and adequate inducement will be provided to teachers in rural area to make them stay in the job. The 1979 constitution of Nigeria demands the government to ensure fair learning opportunities for its citizens. Therefore, it is only right that they also partake in the same right and privileges as the rest of Nigerian's. The nomadic education programme started officially in November 1986, after the Yola National Workshop on Nomadic Education. The workshop resolved that the nomads needed a fair deal through the provision of education and other social amenities to reciprocate their contribution to national building. The delivery of educational services to the children of all nomadic groups tends to follow the line of the formal school system. Special attention was paid to these groups by the Nigerian government when it sets up the National Commission for Nomadic Education by Decree 41 of 21st December, 1989 (Federal Government of Nigeria, 1989).

Similarly, of the estimated 9.3 million people that currently comprise Nigeria's nomadic groups, approximately one third (that is 3,1) million are of school and pre-school age. The pastoral nomads are on the disadvantaged side than the migrant fishermen, in terms of access to primary education because they are more itinerating. As a result the literacy rate of pastoral nomads is only 0.28 percent, while that of the migrant fishermen is about 20 percent (FME, 2000). The basic responsibility of the Commission for Nomadic Education, among others, is to provide primary education to the children of pastoralist nomads, a responsibility shared with the State and Local Government. To provide education to its nomads, a multifaceted strategy has been adopted by the commission that includes the shift system; schools with alternative intake, and Islamiyya (Islamic schools). The current mobile school system in the strictest sense remains sparingly used, primarily due to the enormity of problems associated with this model. Some mobile schools, however, are in operation like the River Benue dwellers of Taraba, Benue, Adamawa, Nasarawa, Borno and Yobe State.

By the beginning of the 1995/1996 school session, there were 890 nomadic schools in 296 Local Government Areas of 25 State of the federation catering for the education needs of the children of the pastoral nomads alone. Of these, 608 schools are owned and controlled by states, 130 by Local Government, and 152 by Local Communities. Altogether they serve 88,871 pupils of the estimated population of the 3.1 million nomadic school-age children. Of this number, 55,177 (62%) were boys and 33,694 (38%) were girls. There were 2,561 teachers, majority of whom 1,326 (or 51%) were auxiliary teachers, who are unqualified and in need of upgrading. This has been the usual practice because of the nature and characteristics of the nomadic populace (F.M.E, Sector Analysis, 2000).

As of 1993, six hundred and sixty one (661) schools were built for pastoral nomads, out of which 24 percent (165) have permanent classrooms and 46% (293) had temporary classrooms built of grass, tarpaulins etc. Subsequently, mobile and collapsible classrooms were procured. Altogether, the schools

had an enrolment of 46,982 children taught by 1,896 teachers. This number, however, only scratched the surface of the problem, as it only serves as an estimated 3.1 million primary school age of nomadic children.

Report of September 2013, Adamawa state was the first state in Nigeria to launch the nomadic education programme in 1988 with the establishment of the first pilot nomadic school at mayel-palikpasham (in Demsa local government area). The programme was launched with an initial enrolment of 40 pupils subsequently the number of nomadic schools gradually increased with the nomads themselves requesting nomadic schools to be established for them. In Adamawa state two types of nomads were identified. These are:
1.   The Fulani pastoralist and
2.   Migrant fishermen

For the migrant farmers, research is in progress towards identifying such communities. In Adamawa state, nomadic education programme is under the directorate of quality Assurance Department in the State Universal Basic Education Board, Yola. The department runs the nomadic education programme at all level. The National Commission for Nomadic education in Nigeria has been the regulatory body of the policy framework of the nomadic education programme in the country. This also makes intervention in the areas of infrastructure, supply of instructional materials, establishment of nomadic pilot schools in grazing areas, provision of water and clinics for human, animals and trained teachers in different capacity building workshops sources - By - Annual meeting of stakeholders of N.E.P holding in Dutse Jigawa State October, 2013.

The Yobe State Directorate of Nomadic Education was moved from the ministry of education to YSPEB in 2003 to ensure equal access to basic education. It was charged with the responsibility of managing the education affairs of the migrant pastoralist across the state, e.g. enrolment, mobilization, supervision, training, evaluation, etc. The Directorate of Nomadic Education as one of the functional directorate of YSUBEB is headed by the director, deputy director with four staff and eleven field workers. The directorate is officially answerable to the management of YSUBEB for all its activities (process-recommend-approved-action). Nomadic schools are merged with the conventional schools. In the L.G.E.A's, the education secretaries post teachers and supervise same in collaboration with the directorate.

In fact the management of YSUBEB does not differentiate between nomadic schools and other conventional schools. It does everything together, e.g. building of schools, rehabilitation, provision of furniture and instructional materials, inspection/supervision etc. The management of YSUBEB is worth commending for the moral and educational supports it renders to the programme. (Reports presented on N.E.P. October 2013).

Statement of the Problem
Article 26 of United Nations of 1984 Universal Declaration on Human Right, States that, everyone has the right to education". Responding to this declaration, Nigerian government organized a workshop in Yola to discuss the position of the education of the Nomads. The workshop communique revealed that the literacy rate of the pastoral nomads is only 0.28% while that of the migrant fishermen is about 20%. In view of the above the Federal Government decided to give maximum attention to the education of the nomads, consequently, a commission to see to the education of the nomads was established and the programme officially started in November, 1986, after the Yola workshop. After search a long period the programme has taken, the researchers felt the need to appraise it and see how much has been achieved. Thus, an assessment of the Quality of Nomadic Education Programme in some primary schools in the Yobe States of Nigeria.

Objectives of the Study
The following objectives are expected to be achieved at the end of the study:
1.   To determine whether the programme has changed the ways and lives of the nomads.
2.   To assess the qualification and adequacy of the staff of the programme.
3.   To determine whether the movement of the nomads for grazing land do affect the quality of teaching and learning in the area of study.

Research Questions
1.   How the programme changed the ways of life of the Nomads?
2.   How adequate and qualified staff for the programme?
3.   How was the movement of the nomads for grazing land affect the quality of teaching and learning in the study area?

Null Hypothesis
The following hypotheses were formulated to guide the research:
Ho$_1$: There is no significant change in the life of the nomads.
Ho$_2$: There are no qualified and adequate teaching staff for the programme.
Ho$_3$: The movement of the nomads does not affect the quality of the programme.

Significance of the Study
This study is aimed at assessing the quality of nomadic education programme in the Yobe of Nigeria. It is expected that the findings of this study will be useful to the nomads, teachers, the pupils, the Yobe state governments, Federal Ministry of Education, UBEC, and Nigerians in general. The finding(s) will help FME and UBEC in identifying and understanding the nature, quality and progress as well as problems associated with the programme. In addition, this study will provide empirical data needed by the teachers, administrators, SUBEB, UBEC, Commission for nomadic education and federal ministry of education of Nigeria. The findings of this study will also be useful to curriculum developers, educationist, and members of several other discipline that would be interested in carrying out research on, the nomadic education programme.

Methodology
The survey method was adopted for this study, population of this study comprised the four categories of participant head teachers, teachers, LGEA officials, parent teacher association and school based management committee PTA/SBMC of the nomadic school, in Yobe States. Data obtained from Yobe state Universal Basic Education Board, quality assurance unit showed that the state has total population of 1333. The researchers adopted simple random sampling technique to select sample from the target population, from each zone of the state one Local Government were randomly selected and out of the (17) Local Governments, six (6) nomadic primary schools were selected to represent the entire population of the study with the sample size of 480.

Table 1: The Distribution of the States, Local Government, Schools, Teachers Enrolments, Pupils Enrolment in each state

State	LGA	Schools	Teacher enrolment		Total No. of Teachers	Pupils Enrolment		Total No. of pupils
			M	F		M	F	

Yobe State	Tarmuwa	Galadimawa nomadic pri. Sc	2	-	2	89	55	143
	Gujba	Jama' are nomadic pri. Sch	2	-	2	94	47	121
	Fune	Agriwa nomadic primary school	2	-	2	97	57	154
	Nangere	Garangaya nomadic pri. Sch.	3	-	3	147	87	234
	Jakusko	Ngelsume nomadic pri. Sch.	1	-	1	57	37	94
		Tauna nomadic primary school	2	•"	2	78	46	124

Source: SUBEB 2023.

Table 2: Descriptive Statistics

	Mean	Std. Deviation	N
YES	80.0000	40.37503	15
NO	71.8667	39.39338	15

Correlations

		YES	NO
YES	Pearson Correlation	1	-998**
	Sig (2-tailed)		.000
	N	15	15
NO	Pearson Correlation	-998**	1
	Sig. (2-tailed)	.000	
	N	15	15

**Correlation is significant at the 0.01 level (2-tailed)

Table 2: H0₃: There is no significant change in the life of the nomads in the study area, using the descriptive statistics, the mean and standard deviation for Yes is 80 and 40.37. While that of No is 71.87 and 39.39 respectively, using Pearson correlation the result is significant at the 0.05 level (2 tailed). That is, there is significant change in the life of the nomads in the study area by the introduction of the programme.

Table 3: Descriptive Statistics

	Mean	Std. Deviation	N

	Mean	Std. Deviation	N
YES	80.7333	32.50817	15
NO	661.3333	30.716^3	15

Correlations

		YES	NO
YES	Pearson Correlation	1	-998**
	Sig (2-tailed)		.000
	N	15	15
NO	Pearson Correlation	-998**	1
	Sig. (2-tailed)	.000	
	N	15	15

**Correlation is significant at the 0.01 level (2-tailed)

Table 3: H0$_2$: There are no qualified and adequate teaching staffs for the programme. The descriptive statistics show that the mean and standard deviation of Yes is 80.73 and 32.51 respectively. That of No is 66.33 and 30.71 respectively.

Using Pearson correlation to analyse the data the result revealed that correlation is significant at the 0.05 level (2-tailed). This means there are qualified and adequate teaching staffs are qualified and adequate teaching staff for the programme in the three states. The rejecting of the assumption may be due to the attitude of the government worker in reporting the true picture of an event. This may be as a result of the fear of losing his/her job.

Table 4: Descriptive Statistics

	Mean	Std. Deviation	N
YES	96.6667	58.04637	15
NO	72.9333	51.34681	15

Correlations

		Yes	No
YES	Pearson Correlation	1	-803**
	Sig (2-tailed)	»	.000
	N	15	15
NO	Pearson Correlation	-803**	1
	Sig. (2-tailed)	.000	
	N	15	15

**Correlation is significant at the 0.01 level (2-tailed)

Table 4: $H0_1$: The movement of the nomads does not affect the programme in the areas. The standard deviation and mean for Yes is 58.06 and 96.67 respectively, while that of No is 51.35 and 72.93 respectively.

Using Pearson correlation, the result revealed that it is significant at the 0.05 level (2-tailed). That is, the movement of the nomads affect the programme in the study areas. This means there may not be continuity in their learning.

Discussion
The research has come up with the following findings: -The programme has change the lives of the nomads, There are adequate and qualified teachers for the programme. The movement of the nomads negatively affects the programme.

It has been an established fact that education is quite significant in the life of the individual. There is no wonder therefore that the establishment of the nomadic education programme has positively impacted on the life of the nomads. The intent and purpose of introducing the programme is to give the nomads fair learning opportunity as enshrined in the 1979 constitution that the government should ensure fair learning opportunities for its citizens. As learning is the primary means of upgrading the socio-economic condition of people, it has really upgraded the lives of the nomads as it has tremendously enlightened them on their civic responsibility. The nomads now know their rights and how to fight for it. They have also learnt better how to carry out their occupations such as cattle rearing and fishing.

Giving the kind of importance attached and the patronage the programme enjoy from the federal government there is nothing of surprise to find that the programme has enough and qualified manpower, especially teaching staff manning the programme. It is for this reason that the programme was able to change the lives of the nomads for the better.

Despite the proper attention and patronage the programme receives the research has found out that the constant movement of the nomads in search of greener pasture and catch has negatively affected the programme lack of continuity in learning abound which sometimes leads to dropping out of school by the pupils. This is something the government should take care of.

Conclusion
From the finding it can be resolved that, after careful assessment of the various elements of the nomadic education programme, the programme is in success and has prospect. This is because of the fact that the essence of education or learning is to change behaviour positively and this has been achieved. The nomads, a great number of them are enlightened and civilized. Most importantly, they can manage their affairs quite better than before. If the government continues to support the programme as it is doing now, the nomads will prosper and contribute meaningfully to the development of the nation.

Recommendations
Some recommendations are made for action thus :
1.   Since constant movement of the nomads militates against full success of the programme, government at any level should provide rich grazing land for the pastoral Fulani and improve the ponds and rivers for the fishermen.
2.   Essential facilities, such as good portable water, electricity, clinics etc. should be provided at the settlements of the nomads by the government.
3.   The government should encourage and sponsor the nomadic education primary school pupils to further their education.

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DETERMINANT OF SCHOOL FACILITY PLANNING ON UTILIZATION OF EDUCATION RESOURCES BY STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KADUNA STATE

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Abstract

In this study, the researcher investigated Determinant of School Facility Planning on Utilization of Education Resources by Students in Public Secondary Schools in Kaduna State. Three research questions and three hypotheses guided the study. A 12 item questionnaire was used to collect responses from the respondents. The instrument was divided into 4 sections with overall coefficient of 0.84 which was considered enough for the study. The reliability of the instrument was obtained by a pilot-test and analysis using Cronbach alpha. The population of the study consisted of 27,840 SS2 students of the 230 public secondary schools in Kaduna state and the proportionate random sampling was used to choose 522 students as the sample size. Pearson Product Moment Correlation Coefficient was used to answer research questions and test the hypotheses at 0.05 level of significance. In testing the hypotheses, where

p-value was greater than 0.05 level of significance, the null-hypothesis is accepted but where it is otherwise, it was rejected. One of the findings of the study among others was that in most cases facilities planned and provided are available but students do not fully utilize them. It was therefore recommended that students should be made to utilize the education resources in the school made available through school planning facility.

Keywords: School Facility, Planning, Education Resources, Public Secondary Schools.

Introduction
School facility can be defined as the material objects that constitute the infrastructure of a school. They are the physical structures, plants and material resources that are used to make teaching and learning feasible. They are the school buildings, science laboratories, libraries, machinery, furniture works, chalk boards, offices, toilets, hostels, playing fields and all teaching materials that form part of the school environment. The term school facility could be used alternatively as school plant, school infrastructure or school physical structures. Edumark (2014) explained it as the totality of physical facilities, permanent or temporal that makes up the school environment and form part of what is known as school climate. Ogbodo (2004) described it as educational facilities or material things that help teaching and learning process in the school. To Ogbodo (2004), they are the raw materials that are used to transform the school into the collegiality it is supposed to be. The collegiality of an institution according to Akpan (2011) is its ability to change the raw and naive human elements that come into the school into skilful, intelligent and dynamic persons that have the capacity to turn things around.

Mbipon (2000) stated that school facility consists of the ground, equipment and buildings that are used for teaching and learning. Adaja and Osagie (2015) admit that school facility comprised all the physical properties of a school which includes the ground, buildings and equipment located within the school. School facility planning is the process of determining the physical structures needed in a school that will help to facilitate the provision of education. It is also every effort made to assess the educational needs of a school that will make for the success of teaching and learning. It could equally be considered as the comprehensive effort that starts with identifying needs of a school and terminates with the actual provision of those needs (Akpakwu, 2007). It covers both current and future needs of a school.

School facility planning models are the methods or strategies education managers and authorities employ to transform educational objectives or goal into achievement or success. They are bureaucratic planning model which has to do with the linear, top-down process that depends on the contributions of administrators and teachers. It is typologically orchestrated by pedagogical activities with focus on the teacher, while trying to create spaces within the existing facility (Edumark, 2014). There is also the long range or master planning model which involves a multi-disciplinary planning team that cut across tasks and responsibilities to ascertain facilities, Students demographics and education programmes so as to isolate problems, assess various options of solutions and decide a comprehensive course of action (Gbadamosi, 2005).

The community based planning model looks at the community demographic and ethnographic constituents. The main objective of this planning model is to provide facilities that could be used by the school and the host community. Sometimes, it could be a multi-purpose school hall that could serve as school assembly hall and as a town hall meeting for the host community.

The vision planning model according to Onyesola (2000) looks at the school as a small part of a bigger learning environment. It makes use of community – wide educational stakeholders to evaluate and question school norms about curriculum, staff engagement and use, programming assessment, facilities and how learning can adequately take place in a more civil society.

Furthermore, there is the sustainable planning model and it is concerned with the dynamic nature of learning spaces. This model has three guests and they are the notion that school facility will always anchor the present and future generations of students. School facilities be used for learning need to be efficient and less rigid and buildings in the school and their associated architectural designs should be durable and environmentally friendly (Oyebade, 2009).

The need for school facility planning cannot be over-emphasized. The primary reason for school facility planning is to provide students with required education resources for learning. Teaching and learning cannot be effective in the absence of school physical facilities (Edumark, 2014). Utilization of education resources is another main reason for school facility planning. Students do well where there are enough and spacious school buildings, current book and non-book materials to consult. As a matter of fact, school as a place of intellectual interaction between teachers and students does not exist without teaching and learning materials (Fagbemi, 2005). The use of materials by staff and students enhances learning and justifies government budgetary allocation to education.

Another reason for school facility planning is that it affords education managers the opportunities to take stock or statistics of what is available. As Ogbodo (2004) suggest that, it makes for the provision of whatever is the gap between what is on ground and what is not available. More importantly, it makes learning rich, easy and comfortable. As students engage in research, they have an avalanche of resources in different format like visual and audio-visual materials available for them to use. Even though very paltry, it is the evidence that government cares and that education managers are committed to the provision of good and quality education (FGN, 2004).

However, it is important to indicate that there are factors that constrain school planning facility. These problems are poor educational funding politics, religious and ethnic consideration, corruption, poor statistics or data and lack of skilled manpower (Adeboyeye, 2000). It is vital to point out that school mapping and school facility planning are related but not the same. While school mapping is concerned with the proper location and distribution of education resources, school facility planning deals with the adequate stock taking and fixation of learning facilities in order to facilitate teaching and learning in schools.

Statements of Problems

School facility planning is the process of identifying the extent of physical facilities available in a school in order to provide what is needed for effective teaching and learning. The essence is to ensure that education resource materials are in place for students' utilization. It is the putting in place of school plant and other material objects to make teaching and learning feasible in the school. Utilization of school facilities can be explained in terms of the consultation and use of these facilities by staff and students as they interface with each other in the classroom, science laboratories and as they go to the libraries to research and do their assignment. However, there seem to be a situation where school facilities are in place but students do not regularly utilize them to facilitate their learning. This can be seen in their poor performance in their examinations (WAEC, 2017). It is against this background that this study Determinant of School Facility Planning on Utilization of Education Resources by Students in Public Secondary Schools in Kaduna State.

Purpose of the Study

The study examined the relationship between school facility planning and students' utilization of educational resources. Specific objectives are to;

1. Determine how school facility planning can help students utilize science equipment in the school laboratories.
2. Examine how school facility planning can help students utilize book and non-book materials in the school library.
3. Explore how school facility planning can help students utilize education resources in the school.

Research Questions
The following research questions guided the study;
1. How does school facility planning help students to utilize science equipment in the school laboratories?
2. How does school facility planning help students to utilize book and non-book materials in the school library?
3. How does school facility planning help students to utilize education resources in the school?

Hypotheses
The following hypotheses were formulated to aid the study;
H01: There is no significant relationship between school facility planning and students' utilization of science equipment in the school laboratories.
H02: There is no significant relationship between school facility planning and students' utilization of book and non-book materials in the library.
H03: There is no significant relationship between school facility planning and students' utilization of education resources in the school.

Methodology
The study investigated study Determinant of School Facility Planning on Utilization of Education Resources by Students in Public Secondary Schools in Kaduna State. Three research questions and three hypotheses guided the study. The population of the study consisted of 27,840 SS2 students of the 230 secondary schools in Kaduna state. Through the proportionate random sampling 522 SS2 students of 6 secondary schools were chosen as the sample size for the study. 2 secondary schools were randomly selected from each of the 3 education zones of the state. The instrument that was used for data collection was a 12 item questionnaire titled; "Determinant of School Facility Planning on Utilization of Education Resources in Public Secondary Schools in Kaduna State Questionnaire (DSFPUERPSSKSQ)" The questionnaire was divided into four sections which yielded an average of 0.86 considered high enough for the instrument to be reliable. Section A dealt with school facility planning and students' utilization of science equipment. Section B was about school facility planning and students' utilization of book and non-book materials in the school library while section C was concerned with school facility planning and students' utilization of other education resources.

The instrument is structured on a 4-point rating scale of Strongly Agee (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Agree (SD) – 1. The instrument was validated by three experts, two from the Department of Educational Administration and Planning and one from the Department of Educational Foundations, all from the School of Education, Federal College of Education, Zaria. The reliability of the instrument of the instrument was established by a pilot-testing and analysis using Cronbach alpha. Mean and standard deviation was used to answer the research questions and determine the homogeneity of respondents' views while Pearson Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance. In testing the null-hypotheses, when p-value is greater than 0.05, the hypotheses was accepted, but where p-value is less than 0.05 alpha level, it was rejected.

Results and Discussion
Research Question 1: How does school facility planning helps students to utilize science equipment in the school laboratories?

Table 1: Respondents' mean ratings on how school facility planning helps students to utilize science equipment n = 520

S/N	Questionnaire Item	X	SD	Remarks
1.	School facility planning helps to provide science equipment in the school laboratories.	2.86	0.64	Agree

S/N	Questionnaire Item	X	SD	Remarks
2.	The equipments are Physics, Chemistry, Biology and Biology or Health Science.	3.02	0.76	Agree
3.	Teachers use the science equipment to teach science subjects.	3.51	0.48	Strongly Agree
4.	The science equipments are used to conduct practical examinations in the sciences.	3.66	0.87	Strongly Agree
	Grand mean	**3.26**		**Agree**

Data in table 1 reveals a grand mean score of 3.26 indicating that students agree that school facility planning helps students to utilize science equipment. The item by item analysis shows that items 3 and 4 are rated strongly agree with mean scores ranged between 3.51 and 3.66 while the remaining two items (items 1 and 2) are rated agree with mean scores ranged between 2.86 and 3.02. The standard deviation scores ranged between 0.48 and 0.87 showing that respondents are not wide apart in their mean responses.

Research Question 2: To what extent does school facility planning help students to utilize book and non-book materials in the school library?

Table 2: Respondents' mean ratings and standard deviation on how school facility planning helps students to utilize book and non-book materials n = 520

S/N	Questionnaire Item	X	SD	Remarks
5.	School facility planning helps to provide books in the school library.	3.76	0.58	Strongly Agree
6.	The books supplied to the library are relevant to the various subjects curricular.	3.04	0.91	Agree
7.	It equally also helps to provide audio-visual materials in the library.	2.82	0.63	Agree
8.	It also provides serials and journal to the school library.	3.02	0.87	Agree
	Grand Mean	**3.16**		**Agree**

Data in table 2 shows a grand mean score of 3.16 indicating that students agree that school facility planning helps students to utilize book and non-book materials. The item by item analysis shows that items 5 is rated strongly agree with mean score of 3.76 while the remaining three items (items 6, 7 and 8) are rated agree with mean scores ranged between 2.82 and 3.04. The standard deviation scores ranged between 0.58 and 0.91 showing that respondents are not wide apart in their mean responses.

Research Question 3: How does school facility planning help students to utilize education resources in the school?

Table 3: Respondents' mean ratings and standard deviation on how school facility planning helps students to utilize educational resources n = 520

S/N	Questionnaire Item	X	SD	Remarks
9.	Other education resources are furniture works used by staff and students	3.20	0.91	Agree
10.	They also include chalk boards, toilets and statutory books of records.	3.04	0.68	Agree
11.	These facilities facilitate teaching and learning in the school.	3.74	0.51	Strongly Agree
12.	School facility planning actually helps students to utilize physical facilities.	3.28	0.76	Agree
	Grand Mean	**3.32**		**Agree**

Data in table 3 shows a grand mean score of 3.32 indicating that students agree that school facility planning helps students to utilize educational resources. The item by item analysis indicates that item 11 is rated strongly agree with mean score of 3.74 while the remaining three items (items 9, 10 and 12) are rated agree with mean scores ranged between 3.04 and 3.28. The standard deviation scores ranged between 0.51 and 0.91 showing that respondents are not wide apart in their mean responses.

Hypothesis 1
There is no significant relationship between school facility planning and students' utilization of science equipment in the school laboratories.

Table 4: Correlation coefficient of the relationship between school facility planning and students' utilization of science equipment

	Utilization of science equipment	
	Pearson Correlation(r)	.815
School facility planning	Sig. (2-tailed)	.006
	N	.520

Table 4 shows that r is.815 with a p-value of.006 which is less than 0.05 alpha level ($P < 0.05$). Therefore, the null hypothesis is rejected. This shows that there is a significant relationship between school facility planning and students' utilization of science equipment in the school laboratories in Imo State.

Hypothesis 2
There is no significant relationship between school facility planning and students' utilization of book and non-book materials in the library.

Table 5: Correlation coefficient of the relationship between school facility planning and students' utilization of book and non-book materials

	Utilization of book and non-book materials	
	Pearson Correlation(r)	.855
School facility planning	Sig. (2-tailed)	.020
	N	.520

Data in table 5 shows that r is.855 with a p-value of.020 which is less than 0.05 alpha level ($P < 0.05$). Therefore, the null hypothesis is rejected. This shows that there is a significant relationship between school facility planning and students' utilization of book and non-book materials in the library.

Hypothesis 3
There is no significant relationship between school facility planning and students' utilization of education resources in the school.

Table 6: Correlation coefficient of the relationship between school facility planning and students' utilization of education resources

	Utilization of education resources	
	Pearson Correlation(r)	.784
School facility planning	Sig. (2-tailed)	.000
	N	.520

Data in table 6 shows that r is.784 with a p-value of.000 which is less than 0.05 alpha level ($P < 0.05$). Therefore, the null hypothesis is rejected. This shows that there is a significant relationship between school facility planning and students' utilization of education resources in the school.

Discussion
Finding of the study as indicated in Table 1 is that there is a significant relationship between school facility planning and the utilization of science equipment in public secondary schools. Science equipment consists of those items or material objects that are used in science practical. They are always provided by the government and sometimes brought by the Parent-Teacher-Association. Students use of science equipment with their teachers during practical lesson in the science laboratories is consequent upon their availability. Practical science lessons or experiments cannot take place without them, so students cannot use what is not available. As indicated earlier, school facility planning is concerned with school or education authorities knowing what is available and what is not available. It helps government or school authorities to identify the needs of the school in that regards and make provisions for them accordingly. Students utilize these science equipment or facilities during their practical science lessons.

One other finding of the study as could be seen in Table 2 is that there is a significant relationship between school facility planning and the utilization of books and non-book materials in the school. The school library is a repository of instructive and learning materials for both staff and students in the school. These are books and non-book materials that are considered relevant to the subjects offered in the school. The book materials are current editions and volumes that contain the results of current research conducted by experts in the various subjects. The government or school authorities have the financial capacity to provide them and make them available to students in the school libraries for their use.

Beyond the book materials, there are also the non-book materials that exist in different formats or platforms. Some of them are audio visual materials while some could be identified on-line. In most cases, these facilities are financially beyond the reach of students, yet they need them for their studies (Edundayo, 2017). School facility planning therefore helps government to identify the extent of these facilities that are needed by students for their use in quantity and in quality. It has been observed that in recent times, students utilize non-book materials more than book materials (Erondu, 2015).

Another finding of the study as contained in Table 3 is that there is a significant relationship between school facility planning and the utilization of education resources. Education resources according to Abayomi (2014), encompass all facilities tangible or abstract that account for the collegiality of a school. They range from school buildings, plants, books, non-book materials, the road network within the school, woodworks, toilet facilities and even the teaching and non-teaching staff that interface with students in and out of classroom.

Conclusion
From the findings of the study, it could be deduced that there are significant relationship between school facility planning and the utilization of education resources in public secondary schools. Students are in school to learn and what to understand is that facilitates that is the availability of education resources which can be made possible through school facility planning.

Recommendations
In view of the findings and conclusion of the study, the following recommendations are made;
1.   Government should carry out school facility planning annually to update schools with necessary facilities.
2.   Education stakeholders should encourage government on the provision of school facility planning and the teachers and students should utilize education resources being provided in public secondary schools.

3.   Students should be made to utilize school facilities especially the books and non-book materials in library. This can be achieved by teachers giving them assignments that will require students to go to the library for research.

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EFFECT OF IDEA GENERATION STRATEGIES ON STUDENTS' WRITTEN COMPOSITION PERFORMANCE IN TERTIARY INSTITUTIONS OF NORTH WEST ZONE, NIGERIA

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Abstract

This paper tittled "effect of idea generation strategies on students' written composition performance in tertiary institutions of north west zone, Nigeria. This paper is a journey to investigate the effect of using idea generation strategies in developing essay writing among students in tertiary institutions of north west zone, Nigeria. The study look into the introduction, two research questions, two research objectives and two hypothesis was formulated. The sample of the study consisted of groups the experimental with 57 students while the control With 56 students. The instrument was essay question. Both validity and reliability were checked by the researcher. The study might be significant to students, Teachers, curriculum planner's. The study covers only tertiary institutions in north west zone, Nigeria.)The findings of the study showed that there are statistical significant difference at the level of 0.05 between the experimental and the control groups in the total score and the sub scores in favor of the experimental group indicating the effectiveness of using idea generation strategies in developing essay writing. The researcher recommended the use of these strategies in tertiary institution methodology, research, hypothesis, objectives, scope significance, sample, size, population.

Keywords: Effect, Idea Generation and Written Composition

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Introduction

The ability to write accurately and effectively is a problem that evades many students. Students in the tertiary institution are intended to learn how to write different types of writing composition. Writing is a thinking process which demands intellectual efforts, and it involves generating idea, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written and using language for expressing.

In Indonesia where English learn as a foreign language students learn writing because they want pass the final examination and get good grades. Therefore, whenever the world writing assignment' is announced to the students, the mostly show unhappy faces, Writing ability and academic success are closely related, research has shown that writing can predict academic achievement.

The way students write even at the tertiary level is indicative of their poor academic background which is a carry-over form the secondary level. This is informed the students' observed gross incompetence in their written compositions which fail to satisfy the major criteria for good composition writing. These include the content, organization, expression and mechanical accuracy which are very poor. In content, most student out of the subject matter of a composition. They most often deviate from the topic of writing to entirely very different areas not having any relevance with the topic. It is not unfound to see students writing birthday party when the question is asking them to write about child naming ceremony. This is due to the fact that some of such students do not even understand the demands of the question in the first place.

Organization wise, many students of tertiary institutions do not even know what is meant by organization. They do not know how to arrange their points or facts in writing. Thus, they succeed in jumbling everything together haphazardly. In this case, such writing lacks coherence and cohesion and ends in disjointed manner. It lacks the chronological and sequential qualities of a composition in which some points enjoy priority over the others in order of their importance.

The expression aspect of most students' written composition arouses more concerns and worries to readers. They write most often, structure less composition because they are not aware of the different types of sentence that should juxtaposed to make a beautiful write-up. Therefore, the composition becomes very loose, uncoordinated and without form. Most prominently, the students' writings are full of websites, ambiguities and malapropisms.

Literature review

In a study by Oladotun Opeoluwa Olagbaju (2019) that examined the effect of explicit instructional strategy and cognitive in styles on senior secondary school students achievement in summary writing. The study employed a pretest, post – test lasted for eight weeks and result showed that explicit instruction and cognitive style have main significant effects on students' achievement in summary writing. Based on the findings, it was concluded that the use of explicit and cognitive styles in language pedagogy have great potentials for improving achievement in summary writing. The strategy encourages active participation of students through practice sessions and corrective feedback.

Francis Ogbonaya Ezeokoli, Patience Igubor (2016). The study examined the effects of two modes of Essay structure-based instructional strategies (ESBIS) on students' achievement in argumentative and expository (cause/effect) essays. The moderating effects of vocabulary knowledge and attitude to essay writing were also examined. The study adopted a pretest-post-test, control group, quasi-experimental design using a 3 x 2 x 3 factorial matrix. Two local government areas (LGAs) in Benin city were randomly selected. Three public secondary schools from each LGA were purposively selected while two intact SSII classes were randomly assigned to each of the treatment and control groups. The instruments used include: Achievement tests in Argumentative (r=.79) and expository essays (r = 80), vocabulary

knowledge test (r = .83), questionnaire on students' attitude to essay writing (r = .73), data were analysed using Ancova and Bonferroni post –hoc test at 0.05alpha level. There was significant main effect of treatment on students' achievement in each of argumentative (F(2,284)= 9.78,.064) and expository (F(2,284)=4.80; 0.33). The two way interaction effect of treatment and the moderator variables on students' achievement in each of argumentative and expository essay as well as in both combined was not significant.

Oladotun Opeoluwa Olagbaju Jan (2020), this study considered the global and analytic dimensions of cognitive style. This study determines to what extend cognitive style and gender can predict students' achievement in summary writing. The research design is descriptive with 350 participants drawn from four senior secondary school sin Ibadan. Data was analysis, and the result show cognitive style and gender are predictors of students' achievement in summary writing. Teachers are encouraged to individualise instruction through the knowledge of learner-related variables.

Conceptual Framework
This section presents the conceptual framework on which the study is based. The increased interest in the study of communication in English language has brought about different concepts in language studies. Concepts that could help readers to understand this study better include: idea generation, critical thinking, on writing in particular and education in general would be wanting without clear understanding of certain concept.

An idea refers to an image of an object that is formed in the mind or recalled by the memory. More generally, any result of mental activity, a thought, a nation, a way of thinking. It may also be seen as a conception in the mind of something to be done a plan for doing something, an intention etc. Hence, idea generation can be referred to as the process of forming the image or motion of activities in the minder of a writer or speaker before the actual writing or speaking. According to Johnson (2005) an idea is defined as a basic element or thoughts which can be visual, concrete or abstract. This means that idea concerns all that is involved in the process of abstract thinking (Graham Bachmann, 2004). To that effect, an idea can also be visualized like a picture in the mind, which has been described and also categorized as a higher order thinking skills Abdul Hamid, (2001) He further explained that idea generation happens in our Brain with aids of cognitive meta cognitive chemical and biological processes. However, the psychological process involve in idea generation is said to be influenced by internal and external variables

The internal variables reflect individual's interest, preference goals and motivation which intrinsically drive an individual to generate idea easier. It is however based on the external variables, such as influence of the environment, friends, experience and reward, that Abdul-hamid (2001) defines idea as a mental process or personal opinion that is available exclusively through information and stimuli from the environment, experience, observation informal learning and discussion with others. This shows that idea emanates from the human mind, generated by means of cognitive and meta cognitive processes as a result of internal and external process thus, idea generated is seen as a thought or collection of thoughts that are important decision making and problem solving (Heong, Yunos, Hassan, Mohammad, Othman and Kiong, 2013).Searching for ideas (Bereiter and Scardamalia 1987). Crossley, Mulnder and Mcnamara (2016:330) analyzed the fore going thus:

> *Idea generation involved the writer identifying a memory probe and using this probe to explore long term memory. The probe is usually based on the topic of the writing, but writers could generate their own cues based on rhetorical demand. The writer thenevaluates the output from the memory search. If the output is considered relevant and important portent, it is written down. This process isrecursive and continuous until the writer has enough content for the writing task.*

The foregoing excerpt is a said–it-all on the concept of idea generation. Implicitly, it reveals and under covers the fact that idea generation is an active and complex process rather than simple and passive one. Recent model of idea generation added components such as writer's motivation and affect, long term memory and cognitive processes, which include reflecting, interpreting, and producing text (Crossley, Muldner & Mcnamara, 2016).

Process of Idea Generation
The word "process", as used in this context, is meant to refer to a series of events that produce result, or a path of succession or states or stages through which a system passes. This indicates that process of idea generation should account for   the steps idea is being generated, the sources of idea generation and the development it goes through up to the point of writing the generated ideas down on paper its produce either a composition or a text.

The process of idea generation varies slightly among various writers for example, Crossley, Muldner, and Nmaaras (2016: 330) analysis categorized the process of idea generation to include the following steps:
1.   Identifying a memory probe,
2.   Using the probe to explore long term memory,
3.   Base the probe on the topic of the writing
4.   Generate cues based on rhetorical demands
5.   Evaluate the output
6.   Consider its relevance and importance, and
7.   Finally write down the ideas (p.330),
According to the foregoing process, students facing a writing task need first of all to identify a point of investigation or inquiry in the memory. The students are then compelled to search for information or ideas relating to the topic of the writing, in the long term memory lane of the brain. Consequently, the student formulates guides derived from rhetorical question. The students move to assessing the results which are written down if viewed as relevant and vital for the writing or topic. This process seems to represent the systematic or a scientific approach to idea generation. The process also seems to have succeeded in telling how or ideas are being generated the stages involved to the neglect of the source of idea generation.

In the view of Heong, Yunus, Hassan, Mohamad, Othman & Kiong, (2013) idea generation must go through stages, which includes: experience, observation, informal learning, and discussion with others for generating idea (Abdulhamid, 2001:14-25) This indicates that ideas are generated through the process of thinking, (especially critical thinking). Hence, Abdulhamid, 2001 explains that the process of idea generation thus:

> *The process of idea generation occurs through restructuring and relating knowledge and experience in new ways. Information form the basis for generating ideas and without information, idea generation will not begin therefore, information must be collected, restructured and assessed in the right brain to generated new ideas. This is clear indication that ideas will be generated through a process of thinking however, thinking is not an easy task because it requires an effective method and skills particularly to generate ideas. But with experience knowledge and thinking skills and idea can be generated more easily (pp., 14-25).*

Unlike the previous model, the foregoing perception of idea generation specifically mentioned the origin or source to be located in the right hemisphere of the brain. This distinction has helped to settle the questions of how where and stages involved in idea generation. From the accompanying explanation it is crystal clear that idea generation involves the human's mental processes, cognition and the mind. Surfice then to describe idea generation, process a function of the psych-mental system.

Drawing from Hayes and Flowers (1980) original model of the writing process, Galbraith (2009) identified three major stages of idea generation process which includes:

1.   Planning: planning involves the formulation of goals, and the generation and organization of ideas in order to satisfy those goals;
2.   translation: this involves the translation of idea into language;
3.   reviewing; it concerns reading over the text that the writer had already written and editing it so that it satisfies the goals betters.
4.   To understand how the foregoing, processes interact with the environment and the writers long term memory.

Figure 1 shows Haye and Flowers (1980) model explaining the process of idea generation.
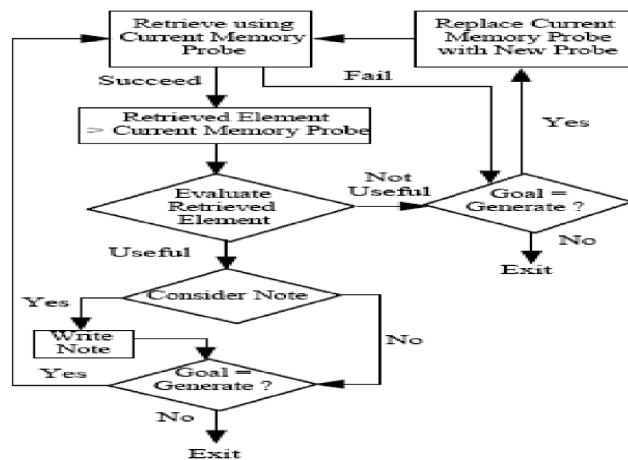
Figure 1: the generating component of the writing process as conceived in Hayes and Flowers model (1980;13) *(Source: Adapted from Galbraith, 2009:50)*

Figure 1 presented above showed that in generating ideas for writing development, students can retrieve information using current memory probe or replace it with new probe. Probe refers to points of inquiry or investigation contained in the task of the writing. Moving from this point to goal generation may fail, while it would be successful of the writer moves straight to evaluating retrieved elements to the probe. Still at the point, it is more useful to consider note rather than generating goals, whereas the generation of goals is found imperative of the writer is dealing with new probe. It is also considered not right to move from considering note straight to goal generation. Hence the writer can write down note and then move to goal generation, which does not merely exit, but reverse back to point of retrieval concerned with current memory probe. Notwithstanding, the fact that this model of idea generation resembles the earlier mentioned ones, it is still embedded as component of the more advance model (Galbraith 2009).

Considering the various processes of idea generation reviewed in the foregoing, it appears that there is no one-way process that is conventionally upheld among different writers. Not only that the process varies widely, the starting point of idea generation equally varies accordingly. Other closely related works on the process of idea generation include; Galbraith, Torrance (2004) and Scardamalia and Bereiter (1984).

Importance of Idea Generation
There is no denying the fact that idea generation is of immense importance in education generally, and composition writing particularly. It is a problem based learning approach PGL) which exposes students to the actual problem solving process (Mohamad, Esa, Junoh, 2008). idea generation enhances the acquisition and Mastery of knowledge especially those related to a real situation or problem will lead to

the collection of facts needed to find the solution (Whittington 2003). According to Galbraith (2009) idea generation entails that retrieval of existing content or explicit planning to satisfy rhetorical goals are an important aspect of writing. Crossley, Mudlner, and Mc Namara (2016) considered the importance of idea generation as the value placed on originality of ideas the appropriateness of idea, and the breadth of ideas generated by the writer. They further mentioned fluency, flexibility, and elaboration as components of idea generation necessary for students.

Idea Generation and brainstorming strategy

It has been mentioned earlier that idea generation is a fundamental aspect of theories of writing. Taking from this precedence, it is not therefore an overstatement, that without the ability to generate ideas, no form of writing may succeed fully. Hence, this section reviews literature on the effect of idea generation on brainstorming strategy. Hayes and Flowers have revealed that being able to generate the appropriate ideas that are organically linked together is the central nervous system of composition writing. For example, Crossley, Muldner, McNamara reported that a number of studies that focused on children and adult writers provided some evidence for the role of working memory and automation in writing. However, studies have also shown that children have a more difficult time with idea generation in writing as compared to oral production (Hayes & Berninger, 2010).

The Brainstorming Strategy

According to Luchini (2010), the different cognitive and linguistic characteristics involved in the writing ability make it a difficult task for students to learn. It is necessary for the learners to enhance support and plan to interact through the process of writing. They require to arrange, amend and rewrite before their manuscript are completed. However according to Furneaux (1999) writing is considered as a tedious chore for teacher and learners. If it concentrates only on the product learners can be actively involved in writing process in brainstorming. Therefore, the researcher feels a learner who undergoes brainstorming on writing composition, focus greatly on having writing that is free of mistakes in content, grammar, punctuation, and vocabulary.

Brainstorming was popularized in 1953 by Osborn in his book He claimed that learners can enhance their creative output by the help of brainstorming. A number of rules should be considered during the brainstorming session:

- No criticism of ideas
- Building on what others have suggested
- Strategy and wild idea are accepted
- Welcoming the large quantities of ideas

According to Mogahed (2013) most of the problems cannot be solved automatically by the first idea that came to mind. It is important to take into account many possible solutions in orders to get the best solution. Therefore, one of the best ways is brainstorming; brainstorming is a beneficial way to get start or generating new ideas. When students are familiar with the process they can apply this activity on their own when they are stuck, revising their work or moving on to a new phase. However, brainstorming can be an improving instrument for showing students ways of generating more ideas to enhance their learning progress.

Looping takes free writing a step further with the aim of zeroing in on raw ideas and insights bride deep in your subconscious mind. Move in loops between one free writing exercise of between five and 10 minutes and another until you have a sequence of several free writing pieces. Make sure you adhere to the rules of free writing in this exercise so that each result is more specific than the other.

Read through what you have produced in all interesting sentences, ideas or phrases. You will likely discover a recurrent topic idea or theme you are unconsciously thinking about has taken precedence you

can develop this topic idea or theme and use it in your next writing. Looping is another idea generation strategies student need to jot down a list of single words and phrases before they begin to write because a good organization facilitates good essay. Free writing techniques allows one to focus on your idea continuously while trying to discover more ideas.

Listing if you want to write about a specific topic or communicate a certain idea, jot down a list of single words and phrases that relate to the general topic you are thinking about producing a work of fiction, make separate lists of elements, characters or scenes you want to convey. If you are writing nonfiction, list facts arguments, questions or any other related ideas you want to cover.

Don't outline or edit at this point. Let the activity be uninhibited. When you are finished listing, group the items on your lists in a logical manner and provide a label for each group. Write a sentence about each group and you will have several topic or theme sentence and define associations of the groups to get broader topics or theme with possible points to write on. Listing is part of idea generation strategies After proper listing of major points, a students can go on to think critically on the listed facts in order to generate appropriate ideas to enable them write comprehensive essay or composition.

Clustering

Clustering, also known as idea mapping, is a strategy used to explore relationships and associations between ideas. If you have run out of ideas on a subject or topic, write down the subject in the center of a page. Highlight the subject either by underlining or circling it. Think of an idea that relates to the subject and jot it down on your page. Link the idea to the central subject. Think of another idea that relates to the new idea you just created. Link this new idea with the previous idea. Repeat the process until you have a web of ideas on the page that are all derived from the main subject. Now you can visually see ideas that relate to your main subject. Identify clusters of ideas that interest you and use the key terms you attached to them as the departure points for your writing. Clustering is an idea generation strategy that the writer should think of idea that is related to the topic of writing, this strategy enables the learner to relate new idea and the previous one and evaluate the idea involves placing all information available to determine their weight and relevance before expressing the idea into writing.

Nut-shelling

Nut-shelling entails discovering and laying out in a few sentences the gist of topic ideas in your head. It helps you distinguish major and minor ideas in your thoughts and identify how the ideas relate to each other. This way you are able to test how different ideas can affect what you want to write about. Pretend you are being interviewed by someone and they want to know what you want to write about. Start your explanation with a phrase like "I want to write about..." or "I want to show…." Put down your answer concisely in writing. Make your answer no more than two or three sentences maximum to capture the essence of your topic and you will have just developed your topic statement or premise for what you are thinking about writing. Nut-shelling is part of idea generation using this strategy when writing enable the writer to discover the major and minor ideas. Inability to generate ideas through idea generation strategy could make it impossible to arrive at appropriate solution to writing problem that may be solve before things can move ahead smoothly.

Cubing

Cubing is a critical thinking process that involves examining a writing project from six distinct angles to generate ideas for your stalled projects. Describe your project: What is it? What is it like or unlike? What makes up its constituents? How can it be used? Finally, what are its pros or cons or how can you oppose or support it? At the end of the exercise you should have an angle or outline on how to approach your writing topic or project. Cubing is a process that involves examining writing. A writer need to engage in this strategy to enable them know what is it like or unlike, the writer should put the content, organization, expression into consideration before start writing for a successful essay.

Journalistic 5W's and 1H
Researching
Visit the library or go to a writing center near you and browse dictionaries, thesauruses, guide books and any other reference texts that you find. You will be surprised at how much background information, little-known facts and golden topic ideas relevant to your writing projects reference books can give. Write down past or current events relating to your writing subject, historical or contemporary issues surrounding your topic and any other relevant information you gather in your library research for use in your projects. Also, browse online versions of the dictionaries and reference books to add to the ideas you have already collected. Researching, after, gathering solution to the writing problem, the next thing is to implement it even at this point, one may risk implementing such solution with being sure of it efficacy until bring out the writing. There is need for generation of ideas about the ultimate success of proposed solution to the problem before adopting or accepting it. In relation to this work, the proposed sample will expect to search deeply through their memory lanes for their past experiences that are relevant for the present tasks. This could help them to engage in critical thinking to generate new ideas to make their writing novel.

The table below contains a synopsis of the concept of idea generation as reviewed by the current researcher from various authors

Table 1: Summary table for the Review on Conceptual Framework on Idea Generation

Topic and Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the present Study
Idea Abdul-Hamid (2001) Graham Bachmann (2004)	Idea as a basic element or thoughts which can be visual, concrete or abstract	The present study will expose the students or visual contract or abstract thought from them use the element to compose their wrong
Bachmann (2004) Johnson (2005)	Idea generation happens in our Brain with the aid of cognitive and meta cognitive. The psychological process involved in idea generation is said to be influence by internal and external variables	The students will be involve in using cognitive skills to learn how to improve their writing
Heong, Yunos, Hassan, Mohammad, Othman and Kiong (2013)	Idea emanates from human mind generate by means of cognitive and metal cognitive processes. idea generated are collect from thoughts that are important decision making and problem solving	From the cognitive process the present study will be able to use the strategies in composing their written composition
Crossley, Mulder, and Menamara		
Daulus and Yang (2000) Galabraith (2009) Crossely, Mulder, and Menamara (2016)	Idea generation is an important component of human innovation and creativity, it is also fundament aspect of	Utilization of strategies for innovation in writing is an aspect of the present study.

	human innovation and creativity	
Beneiter and Scardadalia (1987)	Idea generation was all about knowledge telling transforming processes	
Flower and Hayes (1981)	Idea generation as problem solving model	
Crosslely, Muldner, and MC Nmaaras (2016)	Categorized the process of idea generation into memory probe	Students facing a writing table need to identify or inquiry in the memory. Students to search for ideas related to the topic of the writing. It is related to the present study
Heong, Yunus, Hassan, Mohammad, Othman & Kiong (2013)	The aspect reviewed was say idea generation must go through stages	The present study will give room for the students to relate with others for generating idea
Galbrath (2009)	The Literature Reviewed three major stages of idea generation process	Formulation of goals, generation and organization of idea, translating the ideas into language, reading over the text that the writer had already written and editing are all part of the present study.
Muhammad, Esa, Junoh, (2008)	Problem based learning approach which exposes student to the actual problem solving process	
Hayes and Berninger (2010)	The literature revealed that being able to generate the appropriate ideas that are originally linked together is the central nervous system of composition writing	Children and adult have difficult time with idea generation in writing that is why the present study intend to use idea generation strategies to improve the students writing.
Hayes & Berninger (2010)	Children have more difficulties on idea generation because of the complexities involved in the process and especially during writing.	It is an indication that idea generation affect the students' composition

Statement of the problem

The concern of this study is to identify effect of idea generation strategies on students performance in written composition with particular reference to tertiary institutions in North West Zone, Nigeria. In Nigeria, English language is not only used as a language of administration, law, commerce or in religious activities but also, it is the language of instruction right from primary to tertiary institution. However, it is regrettably observed that the written composition tasks of our students in tertiary institution, particularly in the proposed study area is drastically poor. The students' essays exhibit inability to generate relevant and sufficient ideas consistent with a given topic. In fact, the few ideas written about are often not logically thought out and presented, neither are they adequately and properly developed into well laid out paragraphs. For decades, the languages in schools have been set in the traditional teacher-centred educational system and the teachers are the almost all sources of knowledge in all that the teachers give them. This has led to boring lesson and ineffective learning process.

In tertiary institution attendance is not obligatory students are allowed to be absent with some percentage of the course time. In reality, many more frequently absent students are not allowed to take the final

exams, their lecturer, although they finish their course, the result of their competence is not good because of their not practicing English and frequent absence in lecture.

Writing was not given attention in secondary schools up to tertiary institution these result to a big gap among four skills. However, at the present with the English real demand of political, cultural, touring, commercial and educational relationship with all countries in the world, many employers recruit prospective worker with at least NCE, Diploma or Degree.

It is in view of this facts that, the presents study intends to conduct an experimental study in which tertiary institution students with particular reference to north west zone, Nigeria will be trained on idea generation, critical thinking strategies as well as refining their attitudes towards applying these strategies for effective writing composition. This will finally indicate whether the treatment given to them will have effects on writing composition or otherwise through the results analysis.

Objectives of the Study
The aim of the study is to examine the effects of idea generation strategies on students' performance in written composition among tertiary institution students in North-West Zone, Nigeria with the view to improving their writing composition ability.

The specific objectives are;
1.   To find out the effects of idea generation on the essay writing performance of students   in tertiary institutions in North-West Zone, Nigeria;
2.   To fine out the effect of idea generation strategies on the content and paragraph development in the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;

Research Questions
        The following are put forward as the research questions to guide this study:
1.   Are there any effect of idea generation strategies on essay writing performance of students in tertiary institutions in North-West Zone, Nigeria?
2.   What is the effect of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions of North-West Zone, Nigeria?

Research Hypotheses
        The study formulated the following research hypotheses that will be tested 0.05 level of significance:
$H0_1$:   There are no significant effects of idea generation on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;
$H0_2$:   There are no significant effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;

Scope and Delimitation of the Study
This study covers only idea generation strategies on students as they affect their writing composition skills at tertiary level. The study covers only tertiary institutions that are situated in north western states. It will however focus on English Language students across the various tertiary institutions. However, the researcher has no intention to cover students from other tertiary institutions other than north western states. And it will not cover students who are not English biased due to time and financial constraints.

Research Design

A quasi-experimental design with a pre-test and post-test was adopted for the study. In this design, two groups will be involved (Experiment and Control). The design was diagrammatically presented as follows:

Research Design Model
$G_1 \rightarrow Q_1 \rightarrow X_1 \rightarrow O_1$
$G_2 \rightarrow Q_2 \rightarrow X_2 \rightarrow O_2$

Where:
G_1 : Represents experimental group
G_2 : Represents control group
O_1 pre-test for the experimental group
O_2 post- test for the experimental group
O_3 pre-test for control group
O_4 post-test for control group
X is the treatment package
(……) is the absence of randomization.

Population of the Study
The population of this research comprises all public tertiary institutions and their students in North- West Zone, Nigeria. There are seven states that constitute north-western states in Nigeria. They all have Universities, Polytechnics, Colleges of Education, Nursing Schools and other institutions that could be regarded as tertiary.

Sample and Sampling Techniques
The sample of this study consists of 2 states owned Colleges of Education (COEs) from the 7 north-western states in Nigeria and with 273 students across the institutions. Isah Kaita College of Education, Katsina State was used for pilot study. Thus, the sample size of this study is obtained through multi stage sampling techniques. In the first place, 2 C.O.E's are deliberately selected with a view to having 1 COE for experimental group and 1 COE for control group. And they are institutions with similar expected programs and facilities. In the second place, purposive sampling technique was used to select language departments in the Colleges; this is align with the purpose for which the study is being carried out. Emmanuel (2013), asserted that, a researcher can employ this type of sampling (purposive) if he/she has a purpose in mind with regard to the research he/she is conducting. Therefore, language students from the 2 COEs would serve as the participants of this study.

In the third place, proportionate sampling technique was employed due to disparity in students' population of the language departments from the 2 COEs. This is because of the assertion of Wasagu (2008) that, proportional sampling is used where there is a disparity in a given population. This is applicable in the present research when view the population of these departments across the 2 COEs in the north-western states. However, random sampling technique was employed when selecting students that participate in the study for both experimental and control groups. This is because of the assertion of Salawu (2009), that, Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process. Therefore, the researcher used dip-hat method where responses comprising of "Yes" and "No" was wrapped in a paper with respect to the require sample size for each department. This finally bring the total required sample size for both experimental and control groups whom was serve as participants where pre and post tests was administered to them and experimental group was given treatment.

Question One: Are there any effect of idea generation strategies on essay writing performance of students in tertiary institutions in North-West Zone, Nigeria?

Table 2: Descriptive statistics on effects of idea generation strategies on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

Descriptive

Performance

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Experimental Pretest	57	14.1404	2.03925	.27010	13.5993	14.6814	10.00	18.00
Experimental Posttest	57	20.5614	2.79040	.36960	19.8210	21.3018	15.00	24.00
Control Pre-test	56	13.2143	1.99740	.26691	12.6794	13.7492	10.00	18.00
Control post-tests	56	14.1964	1.57734	.21078	13.7740	14.6188	11.00	18.00
Total	226	15.5442	3.63811	.24200	15.0674	16.0211	10.00	24.00

Table 2; revealed that the mean performances were 14.140 at experimental pretest, 20.561 at experimental post test, 13.214 at control pretest and 14.196 at control post test.. This clearly revealed that there was a remarkable increase at the post test level as a result of the effect of idea generation strategies in essay writing performance. It also mean that when the students are given opportunity to think and generate ideas they do that effectively .This implies that there is positive effect of idea generation strategies on essay writing performance of students in tertiary institutions in North-West Zone, Nigeria.

Question Two: What is the effect of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions of North-West Zone, Nigeria?

Table 3: Descriptive statistics on effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

Descriptive

Content

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Experimental Pretest	57	3.1930	.74255	.09835	2.9960	3.3900	2.00	4.00
Experimental Posttest	57	5.2281	.92616	.12267	4.9823	5.4738	4.00	6.00
Control Pretest	56	2.9821	.79752	.10657	2.7686	3.1957	2.00	4.00
Control posttest	56	3.5714	.87089	.11638	3.3382	3.8047	2.00	6.00
Total	226	3.7478	1.21587	.08088	3.5884	3.9072	2.00	6.00

Table 3 revealed that the mean performances were 3.193 at experimental pretest, 5.228 at experimental post test, 2.982 at control pretest and 3.571 at control post test. Clearly, there was a remarkable increase at the post test level as a result of the effect of idea generation strategies on content and paragraph development in essay writing performance. This concludes the fact that idea generation strategies has positive effect on content and paragraph development in essay writing performance of students in tertiary institutions of North-West Zone, Nigeria?

Hypothesis One: There are no significant effects of idea generation strategies on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;

Table 4: Analysis of Variance (ANOVA) statistics on effects of idea generation strategies on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

ANOVA

performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1952.877	3	650.959	140.963	.000
Within Groups	1025.180	222	4.618		
Total	2978.058	225			

Table 5: Inferential statistics on effects of idea generation strategies on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

Descriptive

performance

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
Experimental Pretest	57	14.1404	2.03925	.27010	13.5993	14.6814	10.00	18.00
Experimental Posttest	57	20.5614	2.79040	.36960	19.8210	21.3018	15.00	24.00
Control Pre-test	56	13.2143	1.99740	.26691	12.6794	13.7492	10.00	18.00
Control post-tests	56	14.1964	1.57734	.21078	13.7740	14.6188	11.00	18.00
Total	226	15.5442	3.63811	.24200	15.0674	16.0211	10.00	24.00

Table 6: Post Hoc Multiple mean comparison on effects of idea generation strategies on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

Performance

Scheffe[a,b]

		Subset for alpha = 0.05	
Test Groups	N	1	2
Control Pre-test	56	13.2143	
Experimental Pre-test	57	14.1404	
Control post test	56	14.1964	
Experimental Post-test	57		20.5614
Sig.		.120	1.000

Outcome of the Analysis of Variance (ANOVA), descriptive and Post hoc mean comparison tables above all showed that idea generation strategies has significant effect on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria.

Reasons being that the ANOVA calculated p value of 0.000 is lower than 0.05 alpha level of significance and its computed f value of 140.963 is higher than the 3.000 F critical value at df 2, 222.. The inferential statistics revealed that the mean performances were 14.140 at experimental pretest, 20.561 at experimental post test, 13.214 at control pretest and 14.196 at control post test.. This clearly revealed that there was a remarkable increase at the post test level as a result of the effect of idea generation strategies in essay writing performance In fact the Post Hoc Mean comparison clearly put the mean of the Experimental Post test in the higher subset 2 while the mean of the other three groups were put at a lower subset 1. Therefore the null hypothesis which state that There are no significant effects of idea generation strategies on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;; is hereby rejected and replaced with an alternate hypothesis that states there is significance differences exists 0f .120.

Hypothesis Two: There are no significant effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria.

Table 7: Analysis of Variance (ANOVA) statistics on effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

ANOVA

Content

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	177.015	3	59.005	84.180	.000
Within Groups	155.609	222	.701		
Total	332.624	225			

Table 8: Inferential statistics on effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

Descriptives

Content

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Experimental Pretest	57	3.1930	.74255	.09835	2.9960	3.3900	2.00	4.00
Experimental Posttest	57	5.2281	.92616	.12267	4.9823	5.4738	4.00	6.00
Control Pretest	56	2.9821	.79752	.10657	2.7686	3.1957	2.00	4.00
Control posttest	56	3.5714	.87089	.11638	3.3382	3.8047	2.00	6.00
Total	226	3.7478	1.21587	.08088	3.5884	3.9072	2.00	6.00

Outcome of the Analysis of variance (ANOVA) Descriptive and Mean multile comparison tables above showed that.

Table 9: Mean Comparison on the effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria

Test Groups	N	1	2
Control Pretest	56	2.9821	
Experimental Pretest	57	3.1930	
Control posttest	56	3.5714	
Experimental Posttest	57		5.2281
Sig.		.617	.127

The Analysis of variance (ANOVA) statistics and inferential statistics above showed that significant effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;

Reasons being that the P value of 0.000 is lower than the 0.05 alpha level of significance and its computed F value of 84.180 is above the 3.00 F critical value at df 3,223. The Inferential statistics revealed that the mean performances were 3.193 at experimental pretest, 5.228 at experimental post test, 2.982 at control pretest and 3.57 at control post test. Clearly there was a remarkable increase at the post test level as a result of the effect of idea generation strategies on content and paragraph development in essay writing performance. In fact the Post Hoc Mean comparison clearly put the mean of the Experimental Post test in the significantly higher subset2 while the mean of the other three groups were put at a lower subset 1. Therefore the null hypothesis which state that there are no significant effects of idea generation strategies on content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;; is hereby rejected.

Findings
1. Idea generation strategies has significant effect on the essay writing performance of students in tertiary institutions in North-West Zone, Nigeria.
2. Idea generation strategies has significant effect on content and paragraph development in essay writing performance of students in tertiary institutions in North-West 3. Zone, Nigeria.
3. Differences exists in idea generation strategies on essay writing performance of students in tertiary institutions in North-West Zone, Nigeria.
4. Differences exists in idea generation strategies on content and paragraph development of students in tertiary institutions in North-West Zone, Nigeria

Conclusion
In conclusion, the following could be deduced:
• The idea generation strategies has high positive effect on the content and paragraph development in essay writing performance of students in tertiary institutions in North-West Zone, Nigeria;
• The post Hoc put the mean of the experimental post test group in a higher significant subset and those of Experimental pre test, Control Pretest and Control post test in lower subset implying a significant higher performances in the writing composition.

Recommendations
The researcher put forward the following recommendations

1.   Teachers should be encouraged and motivated to use modern teaching methods such as idea generation   strategies for the appropriate teaching and dissemination of English especially in composition and essay writing
2.   Teachers should give much emphasis on content and paragraph development in the teaching of the components of essay writing and composition.

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EFFECTS OF SEX-FOR-GRADE PRACTICE IN HIGHER EDUCATIONAL INSTITUTIONS IN EDO STATE, NIGERIA

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Abstract
This study was designed to examine the effects of sex-for-grade practice in tertiary institutions and its implications for higher education in Nigeria. Questionnaires were administered to seven hundred and twenty students and ninety lecturers in Edo State. The purposive and the simple random sampling techniques were used. A Cronbach alpha value of .870 was obtained for the reliability. The data were analysed using descriptive statistics, independent sample t-test and paired sample t-test. The results from the presentation showed that endless trauma, low self-esteem, and depression are some of the effects of sexual harassment on its victims. Based on the findings of this work, it was recommended that students who are victims of sexual harassment should visit counselors and psychologists for professional counsel. Faculty members who perpetrate sexual harassment should be suspended and guilty students should be expelled.

Introduction
In every open social institution where there are males and females, there is bound to be interaction among them, and such interaction could either be positive or negative. Sexual harassment could therefore be a product of such negative interaction among males and females, which may have far-reaching implications for individuals and the nation at large.

In recent times, there have been public outbursts on the falling standard of higher education in Nigeria. There are several opinions that Nigerian students as integral parts of the higher education process handle academics with levity, thus relying on other means of passing examinations, one of which is by exchanging sex for good grades. Research also suggests that the main perpetrators of sex-for-grade in Nigerian tertiary institutions are both academic and non-academic staff.

Gender-based violence and sexual harassment in education have increasingly become important topics of discussion as more females enter the arena of education at all levels. Sexual harassment is not only seen as the satisfaction of sexual desire but also a power manifestation. This creates negative images of females particularly as learners. Directly and indirectly, sexual harassment has adverse effects on the victim's psychological well-being. This study examines the effects of sex-for-grade practice as well as strategic methods to control sexual harassment in tertiary institutions.

Research Questions
The following research questions have been raised to guide this study:
1.   What are the effects of the sex-for-grade practice in Nigerian tertiary institutions?
2.   What are the strategies for the effective control of sex-for-grade practice in Nigerian tertiary institutions?

Purpose of the Study
The main purpose of this study is to examine the sex-for-grade practice in tertiary institutions and its implications for higher education in Edo State, Nigeria. Specifically, the study seeks to:
1.   Find out the effects of sex-for-grade practice in Nigerian tertiary institutions;
2.   Suggest strategies for the effective control of sex-for-grade practice in tertiary institutions.

Brief Review of Literature
This is presented under the following subheading:

Theoretical Framework
This research work is hinged on the Social Exchange Theory. The Social Exchange Theory states that for any benefit an individual receives, an equivalent benefit should be returned at one point. This theory was developed by Thibaut and Kelly in 1959. It is a relationship maintenance theory which looks at how people arrive at their decisions in relationships. The key tenet of this theory is that human behaviour is in essence an exchange in which people seek out options with the best profit or reward. Zafiroviski (2003) is of the opinion that people establish relationships because they expect some kinds of reward in these relationships. The sole aim is to pursue that which gives pleasure and gain. This explains why a sixty years old man who knows the consequences of going to bed with a sixteen years old girl, the possibility of contracting AIDS, losing his job and self-respect if caught in the act still goes on to do it. For him, nothing is more gainful at that particular point in time than satisfying his sexual urge.

On the other hand, a sixteen years old female student who allows herself to be ravished by her lecturer may not do it for sexual satisfaction. For her, having good grades in exchange for her action is of more benefit. Supporting this, a study carried out by Imasogie (2002) to investigate the prevalence of sexual harassment at Olabisi Onabanjo University found out that many female students felt that they will gain more if they agree to a male lecturer's requests for sex as long as the act brings academic success. This may be why Sabini (2001) sees sexual harassment as a crime of violence not as a crime of passion. This is because most times the motive of the harasser who presses the victim to have sex, may not be for sexual gratification in itself rather, the motive is to control and gain power over the victim. Perpetrators do not usually have regard for their victims. They only seek to fulfill their desires.

Effects of Sexual Harassment

The incidence of sex harassment is seldom reported (Aluede, Imonikhe and Idogho, 2011). In the school system, there are implicit and explicit coercive sexual behaviour that are used to control, influence or affect the educational opportunities, grades, and / or learning environment of a student. These include withholding or threatening to withhold grades earned or deserved, submitting or threatening to submit an undeserved performance evaluation, denying or threatening to deny a scholarship recommendation or college application.

Thus, experiencing sexual harassment can have negative effects in a victim's psychological and physical health (Swan & Fitzgerald, 1997). Problematic reactions include anger, reduced self-esteem, loss of confidence, depression, anxiety, psychological trauma and powerlessness on the part of the victims. Victims may also have difficulty in their personal relationships and in sexual adjustment (loss of desire, for example). Sexual harassment can also lead to any of the following: contracting sexually transmitted infections and unwanted pregnancies; lack of concentration in studies, thereby leading to poor academic performance; poor image; failure to achieve the institutions' objectives of producing wholesome graduates for the Nigerian society; increased alcohol consumption; smoking; and dependence on drugs (Davidson & Fielden, 1999). Sexual harassment can also produce fallout on the jobs. For females who are harassed, it may lead them to become less productive, less satisfied with their jobs and less committed to their work compared to those who do not experience sexual harassment.

Studies on sexual harassment of students have established that sexual harassment is a pervasive and persistent form of violence experienced often on a regular basis by the majority of females. For example, the 1994 study by the Ontario Secondary School Teachers' Federation (OSSTF) found that over 80% of the female students surveyed had been sexually harassed by another student and 20% of them by school staff. The study also revealed that about 1% of boys had also been sexually harassed. The range of sexual harassment reported within school setting was extensive. The ranges included sexual comments, jokes, gestures, touch and pinched in sexual way.

In all the cases, girls reported more serious and negative impacts on their school performance than did the boys. These impacts included difficulty in concentration, fear, ill at ease, lowered self–esteem and lower grades. A similar study of four Nigerian universities revealed that students identified sexual harassment as being among the stressors hindering academic work (Ladebo, 2001). Too often, sexual harassment is viewed by students, lecturers, staff and parents as just part of life. Denial, dismissal and minimization have all been used by the public to mask the reality (Fadipe & Oluchukwu, 1999; Kopels & Dupper, 1999). Cases of sexual harassment are not often reported for fear of victimization and stigmatisation.

Assault, bullying, exploitation and intimidation are vices that play out in the sexual encounter, leaving the victims with long-term pains that devastate their psychological well-being. Incidence of sexual harassment is not always reported. This makes it possible for perpetrators to go free. This is responsible for the unchecked reoccurrence of the behaviour deficit. Sexually harassed individuals can suffer through a number of psychological effects, ranging from irritation and frustration to anxiety, stress, and trauma. Depending on the situation, the victim can experience mild annoyance to extreme psychological damage, while the impact on a victim's career and life may be significant and also leave them in ruins (Schuffer, 2000).

Other psychological symptoms of sexual harassment include excessive guilt and shame, persistent sadness, compulsive thoughts, negative outlook, irritability, mood swings, impulsivity, emotional flooding, diminished self-confidence, decreased concentration, anxiety, fears of loss of control, escape fantasies, rage episodes, obsessional fears, crying spells, persistent anger and fear, decreased self-esteem, self-doubt, feelings of humiliation, helplessness, vulnerability and alienation. Psychiatric disorders

reported have included anxiety disorders, post-traumatic stress disorder, acute stress disorder, dissociation disorders, somatization disorders, sleep disorders, sexual dysfunction disorders, psychoactive substance abuse disorders, depressive disorders and adjustment disorders (Pearlin, 1989). General stress process model posits that the frequency and severity of harassment are key predictors of mental health and well-being and that personal vulnerability moderates the association between harassment and its negative outcomes. Sexual harassment undermines the integrity of the academic environment, and it prevents its victims from achieving their full potential.

For instance, graduates who obtained certificates through favours or sexual consent are not worth the certificates they have been conferred. This is obvious in the performance of the half-baked graduates produced into the labour market in recent times. Many seasoned academics in whom much resources of the nation have been expended have had their careers terminated through cases of sexual harassment. Their images and those of their family members are often tarnished within the immediate environment.

In most cases, the consequences for female victims can be reflected in psychological pains, revulsion, or hatred towards the harasser or other men around them. Victims often feel cheap, dirty and vulnerable. In the same vein, sexual harassment can threaten a student's physical and emotional well-being, influence how well a student performs in school, and make it difficult for the student to achieve her career goals. In addition, the memory often remains; it continues to trigger a feeling of depression that can make the victim develop a withdrawal syndrome, particularly from men with long-term impact on decision to be married (Taiwo et al, 2014).

The effect of sexual harassment on a student's academic progress and attainment of future goals can be significant and should not be underestimated. As a result of sexual harassment, a student may have trouble in learning or drop out of school, lose trust in school officials, become isolated, nurse constant fear for personal safety and have low self-esteem which may prevent the student from achieving her maximum potential. By extension, sexual harassment negatively affects the productivity and economic development of a nation due to poorly skilled employees who create problems for the labour market. It has been observed that those who have been victims of sexual harassment before may react more negatively than first-time targets because past experience diminishes one's ability to cope (Fitzgerald et al, 1997).

Indeed, psychologists and social workers report that severe/chronic sexual harassment can have the same psychological effects as rape or sexual assault. (Koss, 1987) For example, in 1995, Judith Coflin committed suicide after chronic sexual harassment by her bosses and co-workers. (Her family was later awarded 6 million dollars in punitive and compensatory damages.) Backlash and victim-blaming can further aggravate the effects. Moreover, every year, sexual harassment costs hundreds of millions of dollars in lost educational and professional opportunities, mostly for girls and women (Boland, 2002).

Ogunbameru, (2006) highlights some of the effects of sexual harassment, particularly in the academia. They include:
• Victims may feel powerless to stop the situation. It is common to fear retaliation, for example with grades or recommendations. They fear that their complaints will not be taken seriously, or that they will be perceived as causing trouble.
• Victims often blame themselves, and fear that others will also blame them, even though it is the harasser's authority or influence that has been misused.
• Victims often change academic plans. They may drop courses, change institution/majors, drop out of school, change residence, avoid advisers, or neglect academic commitments or responsibilities to avoid a harasser.

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- Victims often have physical symptoms of stress, such as stomach problems or headaches. They may also become depressed, moody, or irritable without knowing why.
- Victims will often suffer lower self-esteem, self-respect, and self-confidence.
- Victims are often confused about what is happening and/or what can be done about it.

Control of Sexual Harassment on Campus

A common coping strategy in cases of sexual harassment is reliance on social support from colleagues, friends, and family members (Gutek & Koss, 1993). This is also supported by the study conducted by Stockdale (2006) which revealed that, contrary to conventional wisdom, victims of sexual harassment who used confrontational coping strategies tended to experience worse outcomes than did others. Furthermore, the use of confrontational coping strategy tended to amplify associations between harassment pervasiveness and consequences, especially for men. Researchers have theorized that culture and societal values heavily influence social-support mobilization (Keinan, 1997). In Turkey, it was documented that sexually harassed women who did not fear blame often coped by relying on their male support network—fathers, brothers, husbands, relatives or friends of higher status to intervene in the situation and step in as protectors (Stockdale 2006).

According to past Anglo American research, avoidance is the most prevalent responses to sexual harassment. That is, a common strategy for many targets is to avoid the perpetrator or the harassing context if possible (Gutek & Koss, 1993). Another strategy for curbing sexual harassment, especially in tertiary institutions is investigative journalism. For The UNESCO (2007), investigative journalism involves exposing to the public matters that are concealed–either deliberately by someone in a position of power, or accidentally, behind a chaotic mass of facts and circumstances that obscure understanding. It requires using both secret and open sources and documents.

Investigative journalism can play a crucial role in bringing allegations of sexual assault in Nigerian university system to light and eradicating the impunity in Nigeria universities. Investigative journalism is an essential—albeit untapped—source of detection in assault cases. Investigative reporting has traditionally been at the forefront of media that cause the most change and reform. Hence, it is vital to development and reformation of the university system. Accordingly, through investigative journalism, unethical, immoral and illegal behaviour by lecturers, students as well as administrative staff can be exposed.

In a research conducted in south western part of Nigeria, of the eight rape victims who were interviewed in depth, only two had revealed the incident to anyone (Ajuwon 2005). Also, Ellsberg, Winkvist and Pena (2001) reported as further difficulty, that women are typically more reluctant to discuss sexual harassment or abuse by non-partners than by partners and therefore special methods are needed to encourage disclosure.

Lecturers found culpable should be named and shamed to serve as deterrent to others. The lecturers should be suspended and if it's a student's fault, the student should also be suspended. There should be enough sensitization to be able to empower women to be bold and report these lecturers. When the lecturers know that the students will report them, they will minimize and eventually stop harassing female students. Female students should do their best in studies and that would be a proof to their good grades. There should be flexibility in laws and ladies are encouraged to report such issues without victimization from other lecturers. There should also be good supervision of lecturers and open communication channels between students and school authorities.

Methodology

This chapter contains the following subheadings:

Research Design
The study adopted the descriptive survey research design. The survey method involved the use of questionnaire. The researcher decided to make use of the survey method because it provides a high level of general capability in representing the study population.

Population of the Study
The population for this study consisted of 10,200 students and 1,779 teaching staff of the University of Benin, Benin City and the Federal Polytechnic, Auchi. This population captured students studying for Bachelor's degrees and Diplomas in Edo State. The data gathered from this population mirrored the rate of sex-for-grade practice in public universities and polytechnics in Edo State.

Sample and Sampling Technique
For the composition of students and academic staff subjects, the first step involved random sampling of three faculties/schools in each of the tertiary institutions through balloting. The second step involved sampling three departments in each of the sampled faculties/schools.

In each of the departments, 5 lecturers were sampled randomly and 40 students were sampled purposively from Year II/200 level and above, using proportionate stratified random sampling procedure. The sample size was composed of a total of 720 students and 90 lecturers in the University of Benin, Benin City and the Federal Polytechnic, Auchi, Edo State.

Research Instrument
The instrument used for the purpose of gathering data for this study is a self-designed questionnaire. The questionnaire was titled: Sex-for-Grade Questionnaire (SfGQ). The questionnaire consisted of two sections, that is, sections A and B. Section A contained the bio data of respondents while section B contained questions on sex-for-grade practice as shown in the research questions. Respondents were expected to rate each of the items in section Bon a Likert four point's scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Validation of the Instrument
The self-designed questionnaire was face-validated by the researcher's supervisor in the Department of Educational Foundations and two experts, one from the Department of Educational Management and the Department of Measurement and Evaluation, Faculty of Education, University of Benin. Their inputs and corrections were considered before producing the final draft of the instrument.

Reliability of the Instrument
Reliability test was carried out on the research instrument in order to ascertain the degree to which the instrument yields consistent results. The internal consistency reliability test technique was adopted for the study. Cronbach's Alpha was used to measure the internal consistency as it calculates all possible split half values of the test. A coefficient of .870 was obtained.

Method of Data Collection
Data for the study were collected by administering the instrument, Sex-for-Grade Questionnaire (SfGQ), to all the sampled subjects of the study. The researcher administered the questionnaire with the help of one trained research assistant in each of the tertiary institutions. The essence was to achieve high rate of return of completed questionnaire.

Method of Data Analysis
The data collected for the study was analysed using descriptive statistics, independent sample t-test and paired sample t-test. A measure of central tendency, that is the mean, was used to describe the average of each category data. Finally, the hypotheses for the study were tested using test statistics.

Research Question 1
What are the effects of the sex-for-grade practice in Nigerian tertiary institutions?

Table 1: Descriptive Statistics of the effects of the sex-for-grade practice in Nigerian tertiary institutions

S/N	Items	Mean	Std. Deviation	Remarks
1.	Victims of sex-for-grade have endless trauma.	3.7472	3.25448	SA
2.	Students have feelings of low self-esteem when lecturers demand sex to award them good grades.	3.2236	2.84995	SA
3.	Victims of sexual harassment become frustrated in academics.	3.1611	2.72233	A
4.	Being a victim of sexual harassment creates hatred for the opposite sex.	2.975	2.62784	SA
5.	Victims of sexual harassment engage in addictions such as masturbation, smoking, drinking, etc.	3.3361	2.95287	SA
6.	Victims of sexual harassment feel humiliated, especially when a third party is aware.	3.2652	2.83969	SA
7.	Victims of sexual harassment are usually depressed.	2.9791	2.62308	SA
8.	Victims of sexual harassment develop a withdrawal syndrome.	3.1152	2.70133	A
9.	Sexually harassed students sometimes attempt suicide.	3.1097	2.75176	SA
10.	The self-confidence of sexually harassed students diminishes.	3.1347	2.70133	A
11.	The society may lose faith in the quality of certificate as a result of sexual bartering on campus.	3.4875	3.03498	SA
12.	Victims of sexual harassment may feel unsafe to participate fully in the academic activities of the tertiary institution.	3.2097	2.76485	A
13.	Graduates who obtained their certificates through sexual bartering create problem for the labour market.	3.5097	3.07498	SA
14.	Students who are sexually harassed lose trust in school officials.	3.1555	2.71313	A
15.	Sexually harassed students may likely drop out of school.	3.8055	3.30781	SA
16.	Sexual harassment negatively affects students' performance in academics.	3.7263	3.23908	SA
17.	Images of lecturers are tarnished when accused of sexually assaulting students.	3.175	2.74114	A
18.	Academic careers of seasoned academics have been terminated through cases of sexual harassment.	3.1625	2.72233	SA
19.	Students who are sexually harassed find it difficult to make new friends.	3.2652	2.90593	SA
20.	When falsely accused of sexual harassment, family members of academics may lose the	3.2125	2.78488	

				SA
21.	When falsely accused of sexual harassment, academic lose passion for their job.	3.0722	2.71671	SA
	GRAND MEAN	**3.2775**	**2.85859**	**SA**

KEY: A- Agree, SA – Strongly Agree, D – Disagree, SD – Strongly Disagree

Source: Researcher's calculation, with the aid of SPSS

From table 1 above, questions 15 and 1 recorded the highest mean of 3.81 and 3.75 respectively. The least mean distribution was recorded by question 4 which is 2.98 and the grand mean is 3.2775, which indicates that the respondents strongly agree to the effects of sex-for-grade practice in Nigerian tertiary institutions.

Research Question 2

What are the strategies for the effective control of sex-for-grade practice in Nigerian tertiary institutions?

Table 2: Descriptive Statistics of the Effective Control of Sex-For-Grade Practice in Tertiary Institutions

S/N	Items	Mean	Std. Deviation	Remarks
1.	Sexually harassed students can cope by relying on support from friends and family.	3.2583	2.80475	A
2.	To control sex-for-grade practice in tertiary institutions, students should be allowed to see their scripts after examinations.	3.0750	2.63153	A
3.	Victims of sexual harassment should always avoid perpetrators.	3.0944	2.76284	SA
4.	Victims of sexual harassment should report to authorities of their institutions.	2.9722	2.61990	A
5.	Investigative journalism is an effective strategy to control sex-for-grade practice in tertiary institution.	3.5652	3.08445	SA
6.	Lecturers who sexually assault students should be dismissed.	3.3763	2.89059	A
7.	Students who sexually harass lecturers should be rusticated.	3.1416	2.78687	SA
8.	Victims of sexual harassment should expose perpetrators on social media.	3.5597	3.06684	SA
9.	To prevent sexual harassment, school authorities should discourage indecent dressing among students.	2.8541	2.50444	A
10.	Victims of sexual harassment should visit counselors and psychologists for professional counsel.	3.4527	3.03726	SA
11.	Sex education should be provided, especially for newly admitted students.	2.9902	2.62361	SA
12.	Perpetrators of sexual harassment should face legal actions, regardless of status or influence.	3.5055	3.05550	SA
13.	Students being harassed should always record conversations between them and the perpetrators as proof.	3.3347	2.89347	SA
	GRAND MEAN	**3.2446**	**2.82785**	**SA**

KEY: A- Agree, SA – Strongly Agree, D – Disagree, SD – Strongly Disagree

From table 2 above, questions 5 and 8 recorded the highest mean of 3.57 and 3.56 respectively. The least mean distribution was recorded by question 9 which is 2.85 and the grand mean is 3.2446, which indicates that the respondents strongly agree to the effects of sex-for-grade practice in Nigerian tertiary institutions.

Discussion of Findings
For students who are genuinely harassed by lecturers, Table 1 shows that they often develop a withdrawal syndrome. This is supported by Taiwo et al, (2014) that the memory of the act often remains with the victim and it continues to trigger a feeling of depression that can make the victim develop a withdrawal syndrome, particularly from men with long-term impact on decision to be married. Supporting this also, Ogunbameru, (2006) stated that victims of sexual harassment may drop out of school, change residence, avoid advisers, or neglect academic commitments or responsibilities to avoid a harasser.

In Table 2, respondents agree that sexually harassed students can cope by relying on support from friends and family. This coping strategy in cases of sexual harassment is supported by Gutek and Koss (1993) who discovered that reliance on social support from colleagues, friends, and family members is an effective way to help sexually harassed students. This was also reechoed in the study of Stockdale, (2006) in which it was documented that sexually harassed women often coped by relying on their male support network—fathers, brothers, husbands, relatives or friends of higher status to intervene in the situation and step in as protectors (Stockdale 2006).

Respondents, in Table 2, also agree that victims of sexual harassment should report to the authorities of their institutions. Ellsberg, Winkvist and Pena (2001) reported that women are typically very reluctant to discuss sexual harassment or abuse with others. Masters, Johnson and Koloduy (1995) reported that when a woman is sexually harassed, she is usually accused of inviting the action directed to her. If she comes up to report, it may generate a lot of embarrassing publicity or even damaging consequences.

The findings of this study show that sexual harassment is not a new phenomenon in tertiary institutions. Although it encompasses both males and females, the burden of sexual based violence is borne more by females, with such effects culminating often to physical and mental illnesses, low self-esteem, suicidal behaviours, to mention but a few. There is no doubt that this is a major systemic barrier to women education and development in the nation.

Conclusion
The unethical practice of exchanging sex for grades projects a negative image of the teaching profession both nationally and globally. And if left unchecked, the society will lose faith in the quality of certificates that are awarded by tertiary institutions.

The following conclusions are based on the results of the research:
1.   Endless trauma, low self-esteem, and depression are some of the effects of sexual harassment on its victims.
2.   Some of the strategies for the effective control of sexual harassment in Nigerian tertiary institutions include having strong policies on sexual harassment, suspending staff and students found guilty, providing professional counsel for victims of sexual harassment.

Recommendations
Sequel to the findings and discussions from this study, the following recommendations are made to effectively control this practice in Nigerian tertiary institutions:

- Tertiary institutions should employ the use of investigative journalism as a strategy to control sex-for-grade practice on campus.
- Students, especially females, should be discouraged from visiting lecturers alone in their offices during odd hours of the day.
- Students who are victims of sexual harassment should visit counselors and psychologists for professional counsel.
- Faculty members who perpetrate sexual harassment should be suspended and guilty students should be expelled.

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INFLUENCE OF PAYMENT OF SALARY AND PROVISION OF FRINGE BENEFITS FOR TEACHERS ON IMPLEMENTATION OF CURRICULUM IN PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH- CENTRAL NIGERIA

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Abstract
This study assessed the influence of payment of salaries and provision of fringe benefits for teachers on implementation of curriculum in public senior secondary schools. The study was carried out to ascertain whether irregular payment of salaries and irregular provision of fringe benefits for teachers influence effective implementation of curriculum. Descriptive survey design was used for the study. The population of the study comprised of 37,916 teachers in public senior secondary schools in North – Central Nigeria. Simple, stratified and systematic random sampling were used in a multi- stage procedure to select 380 teachers as respondents. A modified four points Likert – type rating scale questionnaire was used to gather data and the data were analysed using both descriptive and inferential statistics to answer research questions and test the hypotheses respectively. Some of the findings revealed that irregular payment of salaries and irregular provision of fringe benefits for teachers influenced effective implementation of curriculum negatively in public senior secondary schools in North-central, Nigeria. It was therefore recommended that government should ensure regular payment of salaries as at when due; owing teachers' salaries should be stopped. Government should also intensify her efforts in providing fringe benefits for teachers and other welfare packages that will encourage them to create a sense of commitment and dedication leading to an improved performance.

Keywords: Payment of Salaries, Fringe Benefits, Curriculum, Public Senior Secondary Schools.

Introduction

It is widely believed that money helps to stimulate job efforts. This is particularly true of most of the developing countries where physiological needs of most workers are yet to be satisfied. Faluso (2021) mentioned that money is instrumental in achieving workers' desired needs and in obtaining high order needs such as recognition in the society and in buying essential and luxury goods and services that lead to comfortable life. Sagib (2021) stated that one major reason why people work is to earn income in money terms. This is needed to meet some personal and domestic need such as, clothing, feeding, and payment of rent and school fees. Salaries have a large motivating tendency in it. It is not the increase in salaries, wages that only matters but also, prompt and regular payment of it (Foluso, 2021). Salary can be described as the money that an employee receives for doing his or her job. Money is believed to have a great tendency of bringing out a higher effectiveness in employee when he is adequately paid. It is believed that man is an economic being, whose attitude to work can only be influenced by money (Akinwumi, 2014).

Wages and salaries paid to workers are important because with money people can satisfy their needs for status, security, recognition and affiliation. For example, in Nigeria, a person's social worth depends largely on the size of his earnings or acquired monetary wealth exhibited in either building raised, types of houses he can afford to live in and the type of car he uses. Ejiogu (2017) observed that what the typical low-income teachers yearn is a sizeable salary increase that would significantly enhance their commitment and effectiveness. Ejiogu (2017) equally noted that money serve as a station symbol for those who have it and can save it, spend it conspicuously or give it generously. It has status value when it is being spent and when it is being received, it represents what employer thinks of his employees which is more than mere economic terms. Fabiyi (2015) observed that of all conditions of service, salary is the best predictor of teachers' job effectiveness and productivity and that job which offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. Fabiyi further added that salaries of teachers are inadequate that it is so difficult for them (teachers) to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience in other sectors of economy such as bankers; site engineers and nurses can be described as unfavourable.

Teachers are poorly remunerated. This was confirmed by Obanya (2012) who remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and conditions of service. This could be explained by their low wages when compared with other professionals, low status in the society, irregular promotion of teachers, inadequate fringe benefits and irregular payment of teacher's salaries. This marked the beginning of the teacher motivational crisis in Nigeria, as the public began to look down on those teachers who remained in the classroom as second-strong public servants. Obanya (2012) also opined that the growing tendency for school leavers to opt for teaching only if they are unable to find other more lucrative public or private sector employment. This further compounded the problem of employment.

It has been confirmed that teaching in Nigeria today is not confronted with the problem of non-availability of staff, but that of mutability (Bamisaye, 2017 and Ayeni, 2015). This means that though schools have more than enough number of teachers, most of them only use teaching job as a stepping stone or as an alternative, pending the time they would be able to get a better job. This is so because the conditions of service attached to teaching are not favourable. All over the world, teachers are regarded as direct implementers of any educational programme and their roles in nation building cannot be over-emphasized. Before any nation can be transformed into technological giant, teachers would be the gratified ones who would in return give back to the nation the maximum of their intellectual capacity. The pertinent question is "Why is the profession so noble in outlook be so abhorred by most people? Ubom (2012) added that lack of job satisfaction as a result of poor salary package and other conditions of service affect employees' commitment to work and contributions to the effectiveness of organisation is reduced. It has been confirmed that teaching job is devoid of action. Hence, many who find themselves

in the field are there by necessity rather than by design; therefore most of them put on low rate of commitment while on the job. Ubom (2012) further confirmed that teachers place premium on variables such as salary, time, mode of payment and fringe benefits. Teaching has poor salary structure or earning power; salary is not commensurate with Job and is not as lucrative as other jobs. Teaching has a negative public image, low social status, lack recognition by society and teachers are regarded as second - class citizens.

Fringe benefits are collection of various benefits provided by an employment which are exempted from taxation as long as certain conditions are met (Nnenna, 2020). On the other hand, Zirra (2017) noted that they are benefits or compensation given to employees in addition to wages or salaries or compensation beyond a regular salary or wage with monetary value such as pension, health insurance coverage, life insurance coverage and bonus. Akande (2014) viewed the organization as an exchange system in which reward (inducement) are exchange for work just as in a school, the teachers get salaries in exchange of their work. Akande (2014) explained further that an employee remains in the organization as long as he thinks the inducements are larger than his contribution. This is true because for example, a teacher may be induced to remain as the vice principal of a school, as a result of other fringe benefits attached to the post, such as free accommodation, free transportation and free medical services, and of course the social re-organization, which goes with the post.
Sagib (2013) mentioned that the more one rewards workers, the harder they will work and the more or the extent to which he will respond, presumably with gratitude or loyalty by performing effectively on the job. Taiwo (2012) stated that in addition to provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits and pension plans. Adelabu (2015) expressed that cash bonuses serve as the most effective incentives that can enhance productivity most especially when such were based on productivity. Adelabu (2015) also noted that where there are no cash bonuses beside the normal wages, productivity seems to be a low level.

Fringe benefits are strategies used by Government to motivate and increase teachers' job performance. Generally, fringe benefits are part of the teachers' taxable wages, but there are certain fringe benefits that are exempted from this rule and one can still take an activity deduction for their cost (Lazanyi, 2015), Fringe benefits are additional compensation provided to employees apart from an agreed wage or salary. Besides helping employees, offering fringe benefits helps employers tremendously from a recruiting perspective.

Similarly, employers may find it challenging to attract desired talent based on salary alone. By offering fringe benefits especially not available through a competition, an employer stands a greater chance of attracting the level of talent he or she wants. The role of fringe benefits on workers' productivity cannot be ignored in the public sector. The Nigerian secondary schools had long realized this and had placed motivation of its employees as top priority and which constitute the need for using secondary schools as a case study. This motivation includes provision of leave bonus, payment of death benefits for deceased teachers, free accommodation and other welfare packages for teachers.

Compensation can be offered using three types of rewards which are pay, incentive and benefits which is the basic remuneration employee receives, in the form of wages or salary while incentives are rewards designed to encourage and reimburse employees for effort beyond normal performance expectation. Benefits are rewards available to employees or group of employees as part of organizational membership (Iyida, 2015). With the introduction of monetization and fringe benefits policy in 2005, civil servants have been paid certain percentage of their basic salary as fringe benefits which are added to the basic salary, meaning an increment in salary of workers. Although, there is much academic debate on the extent to which additional income is a direct motivator (Nwagwu, 2014).

Teachers' experience in teaching may influence effective implementation of curriculum. Teaching experience combines developed skills, exposure, and training that teachers acquired on the job. It

increases teachers' confidence, identify their strength or weakness and improve their communication skills. In the same vein, Eman (2021) revealed that teaching experience improve teachers' skills and practice in English language. Therefore, this study intended to find out whether teaching experience influence effective implementation despite irregular payment of salaries and provision offering benefits for teachers.

Statement of the Problem
No matter how well a curriculum is planned, designed and developed, effective implementation is very important. The implementation of curriculum in public senior secondary schools in north - central Nigeria has been marred by some challenges that may hinder effective implementation Among these challenges are irregular payment of salaries and provision of fringe benefits for teachers. Teachers' experience in teaching may also influence implantation of curriculum. Teachers use their monthly salaries and fringe benefits to improve themselves and it is assumed that when all entitlements due to teachers are made available and on time, they will be happy with teaching job. Teachers operate in poor conditions of service such as poor remuneration. The salary is meager as compared to other employments and they are not paid regularly. Teachers were being owed salaries for some months. Allowances are not duly paid. This may lead to negative attitude, absenteeism, lateness to work and poor class attendance by teachers. This may destroy their moral and dedication to work. Fringe benefits such as pension after retirement are not easily obtainable or difficult to pay. There is no effective health coverage for teachers, inadequate availability of accommodation for teachers, irregular payment of leave bonus and lack of other incentives. This may lead to lack of dedication and commitment to work. These problems stated above motivated the researcher to go into this study to investigate the influence of payment of salary and provision of fringe benefits for teachers on curriculum implementation in public senior secondary schools in North – central Nigeria.

Purpose of the Study
The purpose of this study is to investigate the influence of payment of salaries and provision of fringe benefits for teachers on implementation of curriculum in public senior secondary schools in north – central Nigeria. Specifically, the study is set to achieve the following objectives; to
i   Find out how irregular payment of teachers' salaries influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria.
ii   Determine how irregular provision of fringe benefits for teachers influence effective implementation of curriculum in pubic senior secondary schools in north – central Nigeria.

Research Questions
The following research questions were formed to guide this study:
i   How does irregular payment of teachers' salaries influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria?
ii   How does irregular provision of fringe benefits for teachers influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria?

Research Hypotheses
The following null hypotheses were formulated for testing:
Ho$_1$:   There is no significant difference in mean responses of teachers with experience from 0-5yrs, 6-10yrs, 11yrs and above on how irregular payment of salaries influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria.
Ho$_2$:   There is no significant difference in mean responses of teachers with experience from 0-5yrs, 6-10yrs, 11yrs and above on how irregular provision of fringe benefits influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria.

Methodology

The research design used for this study was the descriptive survey. The population for the study comprised of 37916 teachers in public senior secondary schools in north – central Nigeria. A sample of 380 teachers was used for the study based on Krajce and Morgan table for determining sample size. The researcher used simple, stratified and systematic random sampling techniques in a multi- stage sampling technique procedure to select the respondents. The simple random sampling was used to select three states out of the six states in north – central Nigeria. The stratified random sampling was used to group the pubic senior secondary schools into strata according to senatorial districts and select one school from each senatorial district to form the sampled schools. Subsequently, a systematic random sampling technique was used to randomly select four teachers out of every five teachers in the sampled schools and 380 teachers were randomly selected from the names of teachers in the sampled schools. The instrument used for collection of data was titled: Investigating Teachers' Conditions of Service as Determinant of Effective Curriculum Implementation (ICSDECPJ) and was divided into sections: Section A contained demographic data and Section B had items on the research questions. The items were structured using a modified 4-points Likert-type rating scale with the following grading: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The mean response is 2.5 (4+3+2+1/4). To ascertain the validity of the instrument, it was given to three lecturers in Nasarawa State University, Keffi. They made corrections and suggestions which were taken into consideration. At the second look, they adjudged the instrument valid. To establish the reliability of the instrument, it was pilot tested using 35 teachers from GSS Laminga and GC Keffi. The split half reliability method was adopted. The data collected from the pilot study was split into two halves and Pearson product moment correlation statistics was used to compute the reliability coefficient and yielded a coefficient of 0.81 which means that the instrument is reliable. Pearson's correlation was used because it's appropriate for split half reliability method. The data collected for the study were analysed using mean responses and standard deviation of teachers to answer research questions while analysis of Variance (ANOVA) was used to test the hypotheses 005 level of significance. When the mean response of teachers is 2.5 and above, it was accepted in answering the research question. While the mean response of teachers below 2.5, it was rejected in answering the research questions.

Result
Research Question One: How does irregular payment of teachers' salaries influence effective implementation of curriculum in public secondary schools in north – central Nigeria?

Table 1: Mean Responses and Standard Deviation of Respondents on how irregular payment of salaries influence effective implementation of curriculum

S/N	Items	SA	A	SD	D	Mean	SD	Decision
1.	Irregular payment of salaries reduces teachers' morale in discharge of their duties effectively in school.	151	101	53	75	3.00	0.60	Accepted
2.	Irregular payment of salaries discourages teachers from discipline of students in school.	100	152	60	68	2.90	0.76	Accepted
3.	Irregular payment of salaries reduces teachers' performance as form masters in school.	80	153	67	70	2.82	0.68	Accepted
4.	Irregular Payment of salaries reduces teachers' performance as house masters in school.	135	113	60	72	2.98	0.62	Accepted
5.	Irregular payment of salaries discourages teachers from writing lesson plan frequently.	102	150	60	68	2.88	0.82	Accepted
6.	Irregular payment of salaries makes teachers skip classes or lessons in school.	95	157	58	70	2.81	0.66	Accepted

S/N	Items					Mean	SD	Decision
7.	Irregular payment of salaries makes teachers develop dissatisfaction from work.	149	103	55	73	2.94	0.88	Accepted
8.	Irregular payment of salaries reduces teachers' commitment and dedication to work.	153	99	52	76	3.01	1.01	Accepted
9.	Irregular payment of salaries makes teachers reluctant in performing their duties.	149	103	58	70	3.03	0.84	Accepted
10.	Irregular payment of salaries makes teachers work boring and uninteresting.	98	154	62	66	2.89	0.94	Accepted
	Overall Mean					**2.93**		

Field Survey, 2023   N = 380

Table 1 presents mean and standard deviation on the responses of teachers on how irregular payment of teachers' salaries influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria. The table revealed that items were accepted respective of their variation in mean responses and standard deviation. Items 1-10 had their mean responses above 2.50 and their standard deviation range between 0.60 and 1.01 which showed that their responses were far apart but were accepted as a factor in answering the research question. The overall mean of 2.93 which was above 2.50 showed that all the items were accepted in revealing how irregular payment of teachers' salaries influence effective implementation of curriculum. Irregular payment of salaries discourages teachers from writing lesson note frequently and discipline of students. Irregular payment of salaries reduces teachers' performance as house masters and form masters. It also reduces their moral, commitment and dedication to work. Irregular payment of salaries makes teachers sometimes skipped classes, reluctant in performing their duties and developed work dissatisfaction, It also makes teachers' work boring and uninteresting. These imply that irregular payment of teachers' salaries influence effective implementation of curriculum negatively in public senior secondary schools in north – central Nigeria.

Research Question Two: How does irregular provision of fringe benefits for teachers influence effective implementation of curriculum in Public Senior s Secondary schools in north – central Nigeria?

Table 2: Mean Responses and Standard Deviation of Respondents on how Irregular Provision of Fringe Benefits for Teachers Influence effective Implementation of Curriculum

S/N	Items	SA	A	SD	D	Mean	SD	Decision
1.	Irregular payment of fringe benefits influence teachers' functions in school.	134	114	61	71	2.98	0.61	Accepted
2.	Inadequate availability of free accommodation for teachers in school does not improve their functions in school.	104	149	62	65	2.89	0.76	Accepted
3.	Inadequate availability of free accommodation for teachers in school does not improve their punctuality to work.	96	155	58	71	2.81	0.67	Accepted
4.	Irregular payment of retirement benefits to retired teachers does not boast teacher's performance in school.	146	147	50	78	2.96	0.68	Accepted
5.	None provision of welfare packages for teachers does not improve their dedication to work.	100	154	60	66	2.86	0.84	Accepted
6.	Irregular payment of death benefits for deceased teachers discourages teachers from being committed to work.	90	162	53	75	2.80	0.65	Accepted
7.	Irregular payment of fringe benefits such as leave bonus affects teachers' morale in lesson delivery	102	150	61	67	2.92	0.86	Accepted

8.	Irregular payment of fringe benefits makes teachers feel reluctant to their work	137	11	59	73	2.99	0.99	Accepted
9.	Irregular payment of fringe benefits affects teachers' attitude to work adversely.	152	100	51	77	3.00	0.83	Accepted
10.	Lack of incentive for teachers affects their functions in school adversely.	104	148	58	70	2.88	0.92	Accepted
	Overall Mean					2.92		

Field Survey, 2023   N=380

Table 2 presents mean and standard deviation on the responses of teachers on how irregular provision of fringe benefits for teachers influence effective implementation of curriculum in public senior secondary schools in north – central Nigeria. The table revealed that items were accepted respective of their variation in mean values and standard deviation. Items 11- 20 had their mean values above 2.50 and their standard deviation ranged between 0.61 and 0.99 which showed that their responses were far apart but were accepted as a factor in answering the research question. The overall mean of 2.93 which was above 2.50 showed that all the items were accepted in revealing how irregular payment of fringe benefits for teachers influence effective implementation of curriculum. Irregular payment of fringe benefits influence teachers' functions in school. Inadequate availability of free accommodation for teachers does not improve their punctuality and functions in school. Irregular payment of retirement benefits to retired teachers does not boast teachers' performance in school. None provision of welfare packages for teachers does not improve their dedication to work. Irregular payment of death benefits for deceased teachers discourages teachers from being committed to work. Irregular payment of leave bonus affects teachers' morale in lesson delivery and attitude to work adversely. These imply that irregular payment of fringe benefits influence effective implementation of curriculum negatively in public senior secondary schools in north – central Nigeria.

Hypotheses

HO_1: There is no significant difference in mean responses of teachers with 0-5yrs, 6-10yrs, 11yrs and above experience on how irregular payment of salaries influence effective implementation of curriculum in Public Senior Secondary Schools in North – central Nigeria.

Table 3: Test of ANOVA on Difference in Mean Responses of Teachers with 0-5yr, 6-10yrs, 11yrs and above Experience on how Irregular Payment of Salaries Influence Effective Implementation of Curriculum

Source of Variation	d.f	S.S	m.s	F_{cal}	F_{Tab}
Between treatments	2	6451	853	4.569	2.5727
Residual	377	8934	572		
Total	**379**	**15385**			

Field Survey, 2023

The test on Table 3 above was conducted to find out whether there is significant difference in mean responses of teachers on how irregular payment of salaries influence effective implementation of curriculum based on their teaching experience in Public Senior Secondary Schools. Since Fcal>F$_{Tab}$, we reject H0 and conclude that all the treatment means are not the same. This implies that teachers of different teaching experience significantly differed in their views on how irregular payment of salaries influenced effective implementation of curriculum.

HO_2: There is no significant difference in mean responses of teachers with 0-5yrs,6-10yrs,11yrs and above experience on how irregular provision of fringe benefits influence effective implementation of curriculum in Public Senior Secondary Schools in North – central Nigeria.

Table 4: Test of ANOVA on Difference in Mean Responses of Teachers with 0-5yrs, 6-10yrs, 11yrs and above experience on how Irregular Fringe Benefits Influence Effective Implementation of Curriculum

Source of Variation	d.f	S.S	m.s	F_{cal}	F_{Tab}
Between treatments	2	4450	742	1.569	2.5727
Residual	377	9933	473		
Total	**379**	**14383**			

Field Survey, 2023

The test on Table 4 was conducted to find out whether there is significant difference in mean responses of teachers on how irregular provision of fringe benefits influence effective implementation of curriculum based on teaching experience in Public Senior Secondary Schools in North – central Nigeria. Since Fcal<F$_{Tab}$, we accept H0 and conclude that all the treatment means are the same. This implies that there is no significant difference in how irregular provision of fringe benefits influenced effective implementation of curriculum among teachers with 0-5yrs, 6-10yrs, 11yrs and above teaching experiences.

Discussions of Findings

The result presented in table 1 revealed that irregular payment of salary influenced effective implementation of curriculum negatively in Public Senior Secondary Schools in North-central Nigeria. This is in line with Akande (2014) who found out that there is a relationship between payment of salaries and implementation of curriculum. Similarly, Sagib (2021) found that not giving salaries in time highly make workers dissatisfied leading to poor performance. Muhammad (2017) re-affirmed that payment of teachers' monetary rewards affected teachers' job performance.

The findings of the study indicated that irregular payment of salaries reduced teachers' moral in discharge of their duties as form masters. house masters, their commitment and dedication to work. This implies that irregular payment of salaries affects teachers' attitude to work. This corroborates Mohammed (2012) who revealed that payment of salary has great influence on teachers' attitude to work. The findings also showed that irregular payment of salaries discouraged teachers in discipline of students and regular writing of lesson plan. As a result of that, teachers skipped classes or lessons. It was discovered from the findings that irregular payment of salaries makes work boring, uninteresting and reluctant to teachers. Based on the hypotheses analysed, the findings also revealed that how payment of teachers' salaries influence effective implementation of curriculum differed significantly among teachers in Public Senior Secondary Schools in North-central Nigeria.

The result presented in table 2 of the study indicated that irregular payment of fringe benefits for teachers influence effective implementation of curriculum negatively in Public Senior Secondary Schools. This is in line with Nnenna (2021) who discovered that payment of fringe benefits increased the level of employee performance. The findings of the study revealed that inadequate availability of free accommodation for teachers in school does not improve their punctuality to work, irregular payment of retirement benefits to retire teachers, death benefits to deceased teachers and none provision of welfare packages does not boost teachers' performance by improving their commitment and dedication to work. In the same vein, Zirra (2017) confirmed that none payment of fringe benefits such as health protection and retirement benefits have negative impact on employee performance. Non-payment of leave bonus and lack of incentives for teachers reduce their moral and make them reluctant to their work. This implies that none payment of leave bonus and other incentives affects teachers' attitude to work. This corroborates Mohammed (2012) who revealed that irregular payment of fringe benefits such as leave bonus for teachers have great negative influence on teachers' attitude to work. Based on the hypotheses analysed, the findings revealed that respondents' responses on the influence of fringe benefits on the

effective implementation of curriculum does not differ significantly among teachers in Public Senior Secondary Schools in North-central Nigeria.

Conclusion
This study assessed the influence of payment of salaries and fringe benefits provided for teachers on effective implementation of curriculum in public senior secondary schools in North – Central Nigeria. The result of the study has provided empirical proof that irregular payment of salaries and irregular provision of fringe benefits influence effective implementation of curriculum negatively in public senior secondary schools. It also evident based on the findings that payment of salaries and provision of fringe benefits for teachers must be improved in both quantity and quality in ensuring effective implementation of curriculum in public senior secondary schools. This has serious implication on government funding of public senior secondary schools.

Recommendations
The following recommendations were made in order to ensure effective implantation of curriculum in Public Senior Secondary Schools in North – central Nigeria.
1. Payment of teachers' salaries: Government should improve the monetary reward for teachers to enable them afford their needs. Apart from that, there should be prompt payment of salaries including all allowances accruing to teachers: salaries should be paid regularly as at when due. Also, the practice of owing teachers' salaries for some months or percentage payment should be stopped as that has destroyed teachers' commitment and dedication to work.
2. Government should intensify her efforts in providing fringe benefits such as health protection, retirement package, free accommodation, transportation, leave bonus, pension, cash bonus, and other welfare packages for teachers that will encourage them to create a sense of commitment and dedication leading to an improved performance.

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INFLUENCE OF DEMOCRATIC LEADERSHIP STYLE OF PROVOSTS ON PROVISION AND MANAGEMENT OF SECURITY RESOURCES IN COLLEGES OF EDUCATION IN NORTH WEST ZONE NIGERIA

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Abstract

The piper is titled Influence of Democratic Leadership Style of Provosts on Provision and Management of Security Resources in Colleges of Education in North-West Zone, Nigeria. The objective of this research is to examine the Influence of Democratic Leadership Style of Provosts on Provision and Management of Security Resources. Research question and research hypothesis were in line with research objective. Researcher reviewed several related literature considering conceptual frame work, theoretical frame work and empirical studies. Descriptive survey was used to collect data. The population of the study was made up of 72 Management Staff, 5399 lecturers and 4676 Non-teaching staff of the Colleges of Education in North-West Zone of Nigeria. The sample size consists of 30 management staff, 338 lecturers and 334 non-teaching staff from the five sampled Colleges of Education. This gave the sample size of 702 stakeholders. Test-re-test method of reliability was used to obtain reliability coefficient of 0.69 alpha value level. The data collected were described and presented in frequency counts and simple percentages. The formulated hypothesis of the study was tested using Analysis of Variance and the Post-Hoc methods of Scheffe multiple comparison at0.05 level of significance. The findings revealed that Democratic Leadership Style of Provosts did not Influence the Provision and Management of Security Resource in Colleges of Education of the Zone. It was however recommended that Democratic Leadership Style should be appropriately applied in Colleges of Education of the Zone for the maintenance of peace and security and for the achievement of the set educational goals and for national development.

Introduction

Security resources as one of the most widely accepted and relevant resources for an organizational administration like educational institutions such as Colleges of Education for ensuring the security of lives and properties, if adequately provided and effectively managed by educational administrators such as provosts of Colleges of Education.

Education is the best investment governments and parents can give to the citizens. It is unanimously agreed that education is the best means of positive transformation of an individual, to be useful to himself, his society and nation at large. This is the main reason of establishing learning institutions in the society. Educational objectives cannot be directly or indirectly achieved without the adequate Provision and effective Management of all the necessary required Educational Resources especially, Security Resources, this is because teaching-learning process cannot be conducted in the places where there is security challenges. Lives and property of the concerned educational stakeholders in the Colleges of Education must to be secured first before anything for the system to work well and to the attainment of the set educational goals.

In the institutions like Colleges of Education, part of the pre-requisites factors supporting the realization of the educational goals is the adequate provision and effective management of the various Educational Resources comprising Human, Materials, Financial, Time, Curriculum and Security Resources, especially the security resources, to ensure the security of lives and properties of the college community. Security resources are those resources that would ensure security and safety of lives and property in the colleges for smooth teaching and learning in the colleges. SecurityFacilities**:** Security facilities are many and vary depending on the nature, type and level of security challenges bedeviling the society. For instance, adequate and experienced security personnel, identification card (ID card), defense materials, threats detecting machines, patrol vehicles, CCTV cameras, geographic information systems etc. are some of vital security facilities in educational organizations.

This corroborate with the view of Abdulkareem, (2013) who posited that Management of Educational Organizations consists of people brought together in hierarchical set-up making use of several tools, equipment, Human, Material, security and Technical Resources toward the attainment of the stipulated Educational goals and objectives.

The positive realization of goals in Colleges of Education relies on having an active Democratic leader who brings together various Resources and allocating them appropriately and effectively to accomplish the general vision and mission of such organization accordingly National Teachers' Institute (NTI, 2006). For instance, Security Resource directly and indirectly constitutes a vital role progressing and mission accomplishment of Colleges of Education of the Zone. It is however noteworthy that the quality of Security Resources in any educational system determines to a great extent the quality of the system itself and it's professional staff who are crucial to the formulation and successful implementation of the education policies and programmes. Security Resources comprises many devices that can help in ensuring peace, harmony, tranquility and above all security of lives and properties. A wise and Democratic Provost is the one who can systematically influence the collective opinions unanimously toward the adequate provision of the required and relevant Security Resources and to ensure its effective Management being them responsible for the achievement of set Educational goals in Colleges of Education of the North-West, Zone, Nigeria.

Verily, every aspect of an institution's activities is determined by the competence, motivation and general efficiency of its democratic leader who valued Security Resources as a means of achieving the set college's goals. The Human component of Resources in Colleges of Education interacts with certain security personnel and facilities, equipment and techniques such as CVT, ICT and CCTV technology for security among others to bring about effective security services and quality production of output in the colleges. Duze, C. (2012) Democratic Leadership Style of Leaders if appropriately applied, it influences

the adequate Provision and effective Management of all the required relevant Educational Resources in schools. This paper is more concerned with Security Resource as the focal point.

There can be no security and safety in institution of higher learning in the midst of insecurity and instability in the country. Insecurity in Nigeria has social, political and economic dimensions. (Imhonopi, D. Urim, and U. M. 2012).

Research Problem
Most people arrested for criminal behaviors lack high quality education which often influence their criminality; their vulnerability to living conditions that subject them to intensive surveillance; their inability to avoid detection, arrest, trial and conviction. Paradoxically, persons with low quality education and income are more likely to be victims of crime and other forms of insecurity. Unfortunately, inappropriate application of Democratic Leadership Style by some Provosts of Colleges of Education in the North West Zone, Nigeria lead to inadequate provision and ineffective Management of the Colleges' Educational Resources especially, Security Resources, as we are now in the era of security challenges where bandits considered schools to be their target of operations.
A typical example is what happened in Nuhu Bamalli Polytechnic, Zaria and other institutions and secondary schools. Where bandits abducted students and staff of the institution and some were even killed. Many schools were affected. Lives and properties of both students and staff are not secured. To my assumption that was what made the parents to withdraw their children from going to schools in the security challenge states, like Katsina, Zamfara, Sokoto, and Maiduguri among others. Admission into those schools is unusual, very poor.

This paper is specifically discussing on Provision and Management of Security Resources in Colleges of Education of the North-West Zone, Nigeria. The act of Providing adequate Security Resources and its effective Management in Colleges of Education is not an easy task. It is a collaborative commitment which involves government, college community, which comprises every member of the college irrespective of his or her position, to put hands together to ensure effective security services in the colleges to the attainment of set security objectives and educational goals for which it was established for.

Government, college management members, community members, NGOs, clubs and societies as well as internally generated revenues of the colleges are to be used to upgrade the security network of the colleges for the safety of lives and properties in the institutions. To achieve that, the Colleges of Education must be led by a Democratic and Humanitarian Leader whose managerial decisions are always unanimous rather than personal interests.

A nonchalant attitude of some provosts in the Nigerian Colleges of Education towards the provision and management of Educational Resources remained a sad topic of discussion. It is unanimously believed that Provision and Management of Educational Resources is a cooperative approach that needs the participation of many stakeholders comprising the government, individual staff, community, NGOs and students' societies.

However, Democratic Provost is the one who can administratively and wisely influence the said stakeholders to contribute their quota in this charitable work. Instead, greediness selfish interest and autocracy of some provosts affect their human relation and social interaction and it also affects the Provision and Management of Security Resources in the Colleges. Many Provosts have been discouraging several stakeholders to participate in any aspect relating to Provision and Management Resources in many Colleges of Education of the Zone. For instance, members of the community are ready to sponsor and support College activities in terms of Provision and Management of Educational

Resources, such as physical facilities, donation in cash or properties, but they failed due to undemocratic nature of some provosts (Des, 2019).

Research Objective
The following objective was set to:
1.   ascertain the Influence of Democratic Leadership Style of Provosts on Provision and Management of Security Resources in Colleges of Education in the North-West Zone, Nigeria;

Research Question
The following research question was asked to guide the study:
1.   How does Democratic Leadership Style of Provosts Influence Provision and Management of Security Resources in Colleges of Education in the North-West Zone, Nigeria?

Research Hypothesis
The study hypothesized that:
1.   There is no significant difference in the opinions of Management Staff, Lecturers and Non-teaching Staff on the Influence of Democratic Leadership Style of Provosts on Provision and Management of Security Resource in Colleges of Education in the North-West, Zone, Nigeria;

Methodology
Descriptive survey research design was used for the study. Out of 5399 lecturers, 4676 non-teaching staff and72 management staff. 338 lecturers, 334 non-teaching staff 30 management staff were randomly selected to serve as sample for the study. The total number of sampled respondents was 702 stakeholders reflecting more than 10% of the population. The collected data were presented using frequency counts and percentages. Hypothesis was tested using Analysis of Variance at 0.05 level of significance. The frequency counts and simple percentage tables were used for data presentation and interpretation as follows:

Table 1: Presentation of Opinions of Respondents on the Influence of democratic leadership style of provost on the provision and management of Security Resource in Colleges of Education in the North-West Zone, Nigeria

S/N	Item Statement	Category of Respondents	RESPONSES						Total	
			Agreed		Undecided		Disagreed			
			F	%	F	%	F	%	F	%
1	Friendly nature of the provost enables the provision of more security guards for security services in this college.	Management staff	16	62	3	12	7	27	26	100
		lecturers	188	62	27	9	90	30	305	100
		Non-teaching staff	207	73	12	4	66	23	285	100
2	Provost's systematic way of dealing with problems enables the provision of more smart phones for security services in this college.	Management staff	9	35	6	23	11	42	26	100
		lecturers	185	61	21	7	99	33	305	100
		Non-teaching staff	208	73	3	1	74	26	285	100
3	The forward-looking nature of the provost enables the provision of more threats	Management staff	2	8	6	23	18	69	26	100
		lecturers	183	60	14	5	108	35	305	100

No	Statement	Staff							Total	%
	detecting machines for security services in this college.	Non-teaching staff	209	73	8	3	68	24	285	100
4	The broad-minded nature of the provost enables the provision of more mobile vehicles for security services in this college.	Management staff	12	46	2	8	12	46	26	100
		lecturers	165	54	11	4	129	42	305	100
		Non-teaching staff	183	64	10	4	92	32	285	100
5	The good human relationship the provost has with Management/NCCE officials enables the provision of more self-defense weapons for security services in this college.	Management staff	3	12	6	23	17	65	26	100
		lecturers	112	37	33	11	160	53	305	100
		Non-teaching staff	137	48	20	7	128	45	285	100
6	The accommodative nature of the provost enables the provision of more CCTV technology for security services in this college.	Management staff	6	23	6	23	14	54	26	100
		lecturers	101	33	53	17	151	50	305	100
		Non-teaching staff	125	44	37	13	123	43	285	100
	Respect for the dignity of individual and groups enables the provision of quarter-guards facilities for security services in this college.	Management staff	6	23	6	23	14	54	26	100
		lecturers	101	33	53	17	151	50	305	100
		Non-teaching staff	125	44	37	13	123	43	285	100
7	The approachability of the provost enables the proper management of intelligent reports in this college.	Management staff	14	54	3	12	9	35	26	100
		lecturers	145	48	35	12	125	41	305	100
		Non-teaching staff	161	57	27	10	97	34	285	100
8	The divergent thinking nature of the provost enables the proper management of modern server connection for security services in this college.	Management staff	1	4	3	12	22	85	26	100
		lecturers	147	48	29	10	129	42	305	100
		Non-teaching staff	171	60	17	6	97	34	285	100
9	The innovative nature of the provost enables regular training of security guards for security services in this college.	Management staff	3	12	4	15	19	73	26	100
		lecturers	161	53	30	10	114	37	305	100
		Non-teaching staff	186	65	14	5	85	30	285	100
10	The approachability of the provost enables the proper management of intelligent reports in this college.	Management staff	20	77	6	23	0	0	26	100
		lecturers	168	55	29	10	108	35	305	100
		Non-teaching	188	66	9	3	88	31	285	100

The analyzed result of table 6 has clearly shown the unanimous agreement of opinions among management staff, lecturers and non-teaching staff in their response to item statements 1-10 of this section. Item 1 struggled to find out whether Friendly nature of the provost enables the provision of more security guards for security services in this college. Based on the analyzed result, the entire 62% of management staff, 62% of lecturers and 73% of non-teaching staff have accepted the statement. Item 2 attempts to find out whether Provost's systematic way of dealing with problems enables the provision of more smart phones for security services in this college. Going by the result, 65% of management staff disagreed with the idea while 61% of lecturers and 73% of non-teaching staff have unanimously agreed with the idea. Item 3 tried to check whether the forward-looking nature of the provost enables the provision of more teaching staff for this college. The results show that 69% of management disagreed with the statement. While 61% of lecturers and 73% of non-teaching staff have agreed with the statement. The research concluded that provosts have performed well for providing security facilities in the colleges.

Likewise, item 4 investigated whether the broad-minded nature of the provost enables the provision of more non-teaching staff for this college. Based on the result, 54% of management staff disagreed with the statement. While lecturers with 64% and non-teaching staff with 64% have agreed unanimously with the statement. Item 5 examined whether the good human relationship the provost has with Management/NCCE officials enables the provision of more self-defense weapons for security services in this college. The result has shown that 65% of management staff, 53% of lecturers and 52% of non-teaching staff have agreed unanimously with the statement. Wonderfully, the gathered responses revealed that all 54 % of management staff, 50% of lecturers and 56% of non-teaching staff rejected that assumption of item 6 that accommodative nature of the provost enables the provision of more CCTV technology for security services in this college. Item 76 attempted to find out whether respect for the dignity of individual and groups enables the provision of students on teaching practice for this college. The computed result indicated that 54% of management staff, 50% of lecturers 56% of non- teaching staff have dependably disagreed with the statement. The research clinched that provosts have a little failure on the provision of more self-defense weapons for security services in the colleges.

Similarly, item 7 of the questionnaire tried to find out whether Respect for the dignity of individual and groups enables the provision of quarter-guards facilities for security services in this college. The nature of reactions of most respondents actualized that, the approachability of the provost enables the proper management of teaching staff in this college. On their responses, 54% of management staff and 57% of non-teaching staff have agreed with the statement. While 53% of lecturers disagreed with the statement. Item 8 of the questionnaire investigated whether the divergent thinking nature of the provost enables the proper management of modern server connection for security services in this college. The analyzed result indicated that 85% of management staff, 52% of lecturers and 97% of non-teaching staff have disagrees. Item 9 investigated whether the innovative nature of the provost enables regular training of security guards for security services in this college. According to the responses, 73% of management staff and lecturers with 53% only non-teaching staff 66% have rejected the statement. Item 10 of the questionnaire tried to find out whether the approachability of the provost enables the proper management of intelligent reports in this college. 77% of the management staff, 55% of lecturers and 66% of non-teaching staff has unanimously agreed with the statement. The research concluded that the provosts were not able to manage the college security effectively as expected.

Hypothesis Testing
This section presented the details of hypothesis testing based on the produced objective of the study. The test was carried out using Analysis of Variance (ANOVA) and the Post-Hoc Test of Multiple

Comparison with Scheffe statistical method to determine the significant differences among management staff, lecturers and non-teaching staff based on six null hypotheses of the study. Hypotheses were accepted when the probability values were greater than 0.05 level of significance. Those hypotheses of lower than the stated alpha value were instantly rejected. The tests were based on the data collected on items related to the influence of democratic leadership style of provost on the provision and management of security resources. Details of these are as follows:

There is no Significant Difference in the Opinions of Respondents on the Influence of Democratic Leadership Style of Provost on the Provision and Management of Security Resource in Colleges of Education in the North-West Zone, Nigeria.

The One Way Analysis of Variance was used to determine the significant difference or otherwise in the opinions of respondents on the data collected for items 1 - 10 of the questionnaire. As such, all the opinions of respondents were analyzed and presented in Table 2 below:

Table 2: Summary of Analysis of Variance on the Influence of Democratic Leadership Style of Provost on the Provision and Management of Security Resource in Colleges of Education in North-West Zone, Nigeria

Variable		Sum of Squares	df	Mean Square	F	Sig.
Security Resources	Between Groups	992.100	2	496.050	14.767	.000
	Within Groups	20591.536	613	33.591		
	Total	21583.636	615			

From table 16, the result of this hypothesis test was presented in inferential statistic of Analysis of Variance based on 'between' and 'within' the group of variables. The result of the f-ratio value 14.767 of 2 tail degree of freedom615indicatedthat the probability (sig.) value .000 is lower than 0.05 level of significance. Therefore, the null hypothesis is rejected meaning that there is a significant difference in the opinions of management staff, lecturers and non-teaching staff on the influence of democratic leadership style of provost on the provision and management of Security resources in the colleges of education in the North-West Geographical Zone, Nigeria. To determine which group is significantly differed among the respondents, the Post-Hoc Test of Multiple Comparison was conducted to specify the mean differences of the three groups using Scheffe statistical technique as presented in Table 3:

Table 3: Post-Hoc Test of Scheffe Multiple Comparisons for Mean Differences on the Influence of Democratic Leadership Style of Provost on the Provision and Management of Security Resource in Colleges of Education in North-West Zone, Nigeria

Group/ Status (I)	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig. value	Remarks
Management Staff	26	20.6538	Lecturers	-3.27074	1.18411	.23	No
			Non-Teaching Staff	-5.20580	1.18737	.000	Significant
							Significant
Lecturers	305	23.9246	Management Staff	3.27074	1.18411	.023	No
				-1.93506[*]	.47749	.000	Significant
			Non-Teaching Staff				
							Significant
Non-teaching staff	285	25.8596	Management Staff	5.20580	1.18737	.000	Significant
			Staff Lecturers	1.93506[*]	.47749	.000	Significant
Total	**616**	24.6818					

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From the computed Scheffe result of Table 3, it was the data presentation of mean significant differences of opinions among the three groups of respondents on the Influence of democratic leadership style of Provost on the Provision and Management of Security Resources in the Colleges of Education in the North-West Zone, Nigeria. The discovered high mean scores of 25.8596at mean difference of5.20580 for non-teaching staff differed significantly when comparing with lower mean score of 23.9246and 20.6538at mean difference of 5.20580and-5.20580 for lecturers and management staff who are in correspondence with one another and seemed to share comparable opinions on their responses. This implies that non-teaching staff views were significantly differed from that of lecturers and management staff of the colleges in North West zone, Nigeria.

Table for summary of Anova Findings
Table 4:   Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Tool	Results	Level of Sig.	Conclusion
Ho$_6$	There is no significant difference in the opinions of lecturers, management and non-teaching staff on the influence of democratic leadership style of provosts on provision and management of security resources in Colleges of education of the North-West zone, Nigeria		f. value is = 14.767 Prob. value is = .000	0.05	Ho$_1$ is rejected

From the table 4 it was discovered that the hypothesis was rejected.

Discussions of the Findings
This study examined the influence of democratic leadership style of provosts on the provision and management of resources in Colleges of Education in North-West zone, Nigeria. The findings of this study were sourced from different opinions of management staff, lecturers and non-teaching staff of Colleges of Education in North-West zone, Nigeria. With regard to provost democratic leadership style and provision and management of security resources, it was found that most of the respondents believed in poor performance of provost in his friendly nature to enable the provision of adequate and effective security services in the colleges of Education of the Zone. With regard to provost democratic leadership style on Provision and Management of security resources, it was found that most of the respondents believed in poor performance of provost in his transparent nature to enable the Provision of more security facilities, security personalities for the colleges.

Going by the findings, the responses of the respondents supported the view that, transparent nature of the provost enables the provision of security facilities for the colleges. The competent nature of provosts which enable the provision of security facilities for the colleges. The nature of reactions of most respondents actualized that, the broad-mindedness nature of the provost enables the provision of light, water and health facilities for the colleges. The good decision making of the provost enables the proper management of teaching and learning facilities in this college. The provosts were effective on provision and management of instructional materials in their colleges. From the above findings of the study it was unanimously agreed by the respondents that provosts are doing their best in providing the basic required and relevant facilities for the colleges of the North-West Zone, Nigeria. The nature of reactions of most respondents actualized that, the good decision making of the provosts enables the proper management of learning facilities in the colleges. The creative nature of the provost enables the proper management of recreational facilities in this college.

It was also found that, majority of the respondents support the view that, the disciplinary nature of the provost enables the provision and proper management of health facilities in the colleges. Similarly, the courageous nature of the provost enables proper management of game facilities in this college. Equally, the disciplined nature of the provost enables proper management of water and light facilities in the colleges. Respondents are of the view that, transparent nature of the provost enables the provision of more required and relevant school facilities for this college. Going by the findings of the study, the researcher observed that, provosts are transparent on the provision of school facilities for their colleges. Ratifying the genuineness of the findings, the formulated hypothesis of this variable has resulted the rejection of the researcher's assumption by disclosing the existence of significant difference in the opinions of management staff, lecturers and non-teaching staff on the influence of democratic leadership style of provost on the provision and management of material resources in Colleges of Education in the North-West Zone, Nigeria.

Conclusions
From the findings of this study, it was concluded that:
1.   Democratic Leadership Style of Provost did not Influence the Provision and Management of security Resources in Colleges of Education in North-West Zone, Nigeria;

Recommendations
Based on the research findings and conclusions, the researcher recommended that:
1.   Provosts should ensure Provision and Management of adequate Security Resources in Colleges of Education in North-West Zone, Nigeria;
2.   Provosts should provide adequate and experienced security personnel.
3.   Provosts should provide the security for the college property by building fences, providing burglary proof for windows and doors.
4.   Provosts should ensure that security personnel of the colleges are well paid so that they can put in their best for the colleges.
5.   Provosts should Involving the community more closely in college affairs by arranging PTA meetings, arranging Old Boys' Forum, arranging College's Day and arranging college's social/cultural day activities.

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ASSESSMENT OF THE IMPACT OF FACILITIES, TRAINING AND PERSONNEL ON SPORTS PERFORMANCE AMONG NIGERIAN ARMED FORCES

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Abstract

The purpose of this study is to assess the impact of facilities, training and personnel on sports performance among Nigerian Armed Forces. Ex-post facto research design was used by the researcher. The population of this study comprise of six hundred and eighty-four thousand and fifty-two (684,052) armed forces personnel in all the six (6) geo-political zones of Nigeria. A sample size of six hundred and sixty-three (663) Armed Forces Personnel was drawn from the population. Simple random sampling and proportionate sampling techniques were used to select the numbers of respondents for the study. The researcher used validated questionnaire of 5 point Likert scale. A total of six hundred and sixty-three (663) copies of the questionnaire were administered to the respondents while 642 were successfully completed and returned and were used for the study. Descriptive statistics of frequencies and percentages (%) were used to describe the data collected on demographic variables of the respondents. Mean and standard deviation were used to describe the research questions while one sample t – test was used to analyse the six hypotheses at alpha level of 0.05. The findings revealed that facilities do not significantly influence the performance of sports in Nigerian Armed Forces', training do not significantly influence sports performance among Nigerian Armed Forces in Nigeria, personnel do not significantly impact on performance of sports in Nigerian Armed Forces. Based on the findings, the study concluded that facilities have impact on the performance of the Nigerian Armed Forces in sports, training has impact on performance of the Nigerian Armed Forces, personnel does not have impact on the performance of Nigerian Armed Forces in sports because of their inadequacy to handle the different

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professional sports activities, facilities and training have impact on the performance of the Nigerian Armed Forces in Sports, facilities and personnel have impact on the performance of the Nigerian Armed Forces in Sports while training and personnel does not have impact on the performance of the Nigerian Armed Forces in Sports. Based on conclusion it was recommended that and there is a need by the Directorate of the Armed Forces to improve on the provision and maintenance of sports facilities and equipment for the Armed Forces in all the military formation in the country.

***Keywords:** Facilities, Impact, Personnel, Sports Performance, Training.*

Introduction

Armed forces readiness as a function of their training and their ability to perform in sporting activities is what stands them out. It is important to keep in mind that the Soldiers, Air force, Navy and support personnel are able to focus more on the tasks at hand if their needs are met. This includes the need to relax under stressful circumstances. This implies that Armed forces should be fully equipped and motivated to perform tasks. Conversely, lack of sporting activities could result in decreased readiness (Phillips, 2016). Sports are used as vehicles to create military readiness and to achieve a state of relaxation. The armed forces have a very demanding schedule with a little free time, depending on their location and duty station. When they have free time, they can participate in sporting activities either as recreational or competitive (Lauder, 2016).

According to Obiyemi (2016), sports are the activities involving power, skills in competition and strategic engagement for the purpose of enjoyment, satisfaction and personal gain. Traditionally, these were the main aims of participation in sports. In Nigeria today, sports is fast gaining recognition as a way of life of the people. Globally, sports is considered as a creator of beauty and as an instrument of ethical values that brings about peace, unity and understanding among people of all races (Emiola, 2016).

Sport is one of the greatest endeavors in human experience. It is a celebration of physical excellence which involves the ability to sustain and maintain one's physical health in such a manner that one would be able to walk, run, think and move the parts of his body as may be demanded. Sports is a medium through which competition, friendship, tolerance, unity, discipline, endurance and diplomacy are promoted. Sports also is a social event that promotes socialization processes that gather men and women of good will who take part in athletics and sporting events for the purpose of developing physical, mental, social and political capabilities (Dale, 2018). Sports are social agents which bring people of different ages and religious background together as either "producer or consumers" (players or spectators). It is a social link among nations of the world. Sports have become an effective instrument of international politics and the easiest way of promoting the image of a nation (Abraham, 2016).

Facilities are very central to a meaningful sports organization and participation whether amateur or professional. Facilities are as important to the athletes as laboratories are to the scientists. Without facilities sports cannot meaningfully take place. This does not however imply that sports facilities are the only variables that are necessary for sports development in a particular area; others such as equipment, personnel finance to mention a few are indispensable complements to the sports facilities (Abraham, 2016).

Facilities are important aspect of sports management. Excellent programmes are the key words in sports competitions, and this requires well equipped play-ground for training. Standard facilities are essential pre- requisites to good and impressive performance. Lack of adequate and standard facilities hampers sports programmes in many ways (Adamu 2012). Adamu (2012), pointed out that there must be sufficient motivation in the form of attractiveness of facilities to captivate athletes" interest to participate in sports or games. The availability of adequate facilities played a major role in sports development. It would be near impossible to achieve satisfactory results from athletes, whose training facilities are

inadequate or substandard. Good sports programmes can function effectively only when they are supported with effective facilities that are in good condition (Adio, 2016). Athletes have come to the realization that improved performances and development of special skills which can earn them better performance can be enhanced only through better sports facilities.

Adamu (2012) stated that, facilities have been identified as the major problem facing the Nigeria athletes because they performed better with facilities abroad than with those at home. Adisa (2014) opined that, provisions of adequate facilities are as important as providing adequate incentive for the athletes. Good sports programme can only functions at full effectiveness when they are supported with sufficient facilities in good conditions. Training in sport is a special process of preparation of sports persons based on scientific principles aimed at improving and maintaining higher performance capacity in different sports activities (Adamu, 2012).

Ahmed (2012) opined that the military recruitment of sportsmen and women is very important to the nation not only for the Armed Forces because of the challenges ahead especially during the Confederation International Military Sports competition usually observed worldwide. In fact, there is the need for the Armed Forces to have well nurtured military personnel in sports that can represent the armed forces and the country at large in whatever sports competition. Therefore this study intends to assess the impact of facilities, training and personnel on the performance of the Nigerian Armed Forces in Sports.

Statement of the Problem
The purpose of this study is to assess the impact of facilities, training and personnel on sports performance among Nigerian Armed Forces. The Nigerian armed forces believe that sports prepared the forces for combat by increasing their fitness level by channeling their aggression and make them focus. Sports serve to strengthen the ties between troops, instilling discipline and readiness to serve a common cause. As observed by the researcher, the armed forces are regularly involved in sporting activities which hither-to keeps them physically fit but the lack of facilities results to the reduction of the intensity of activities. These factors like inadequate provision of facilities, lack of training, personnel, budgetary provision and due to internal conflicts within the country that have over stretched the armed forces.

Also the researcher noted that many of our sports grounds have disappeared giving way to other development that are unrelated. The researcher observed that these sports grounds may have been converted into blocks of residence and offices and the few ones that exists are most properly maintained. The researcher further observed that training been an aspect of the military as a special process of preparation of sports aimed at improving and maintaining higher performance among the military personnel is grossly inadequate, thus, the need to assess the impact of facilities, training and personnel on Sports performance among Nigerian Armed Forces.

Purpose of the Study
The purpose of this study is to find out whether:
1. Facilities have impact on sports performance among Nigerian Armed Forces.
2. Training have impact on sports performance among Nigerian Armed Forces.
3. Personnel have impact on sports performance among Nigerian Armed Forces.

Hypotheses
Based on the purpose of the study, the following hypotheses are formulated:
1. There is no significant impact of facilities on sports performance among Nigerian Armed Forces.
2. There is no significant impact of training on sports performance among Nigerian Armed Forces
3. There is no significant impact of personnel on sports performance among Armed Forces

Methodology
The research design used for this study was the Ex- post facto research design. This is due to the fact that the information required for the study was available with the respondents. According to Akinsanmi (2014) ex- post facto research design is the best tool to be used in descriptive research involving current events. The population of this study comprise of Six hundred and eighty-four thousand and fifty-two (684.052) armed forces personnel in all the six (6) geo-political zones of Nigeria. Six hundred and sixty-three (663) Armed Forces Personnel were used as sample for this study. The sample of the study was guided by research Advisors, (2006) which opined that for a population of Six hundred and eighty-four thousand and fifty-two (684.052), six hundred and sixty-three (663) is an adequate sample. Based on the confidence level of 99% with a marginal error of 0.05. The researcher used a multistage sampling procedure to select the sample for the study. One sample t-test was used to analyse all the hypotheses at 0.05 level of significance.

Results
Hypothesis 1: There is no significant impact of facilities on sports performance among Nigerian Armed Forces.

Table 1: One sample t-test on impact of facilities on sports performance among Nigerian Armed Forces

Variable	N	Mean	Std. Dev.	Std. Error	t-value	Df	p-value
Facilities	642	3.66	0.436	0.017	9.518	641	0.000
Test-mean	642	3.50	0.000	0.000			

(t-critical at df 641 = 1.96, p < 0.05)

The result in Table 1 revealed that respondents were of the view that availability of facilities had a significant impact on sports performance among Nigerian Armed Forces. The mean score (3.66) was higher than the fixed mean of 3.50. This is indicated with a t-value of 9.518 obtained at 641 degree of freedom (DF) and the observed significant level of 0.000 (P < 0.05). This observation provides evidence for rejecting the null hypothesis which states that, there is no significant impact of facilities on sports performance among Nigerian Armed Forces is therefore rejected.

Hypothesis 2: There is no significant impact of training on sports performance among Nigerian Armed Forces.

Table 2: One sample t-test on impact of training on sports performance among Nigerian Armed Forces

Variable	N	Mean	Std. Dev.	Std. Error	t-value	Df	p-value
Training	642	3.69	0.371	0.015	13.194	641	0.000
Test-mean	642	3.50	0.000	0.000			

(t-critical at df 641 = 1.96, p < 0.05)

Table 2 revealed that respondents were overwhelmingly in agreement that training had a significant impact on sports performance among Nigerian Armed Forces. This conclusion is drawn from an observed t-value of 13.194 obtained at 641 degree of freedom and a significant level of 0.000 (p < 0.05) for the test. This observation provides the basis for rejecting the null hypothesis which states that, there is no significant impact of training on   sports performance among Nigerian Armed Forces is therefore rejected.

Hypothesis 3: There is no significant impact of personnel on sports performance among Nigerian Armed Forces.

Table 3: One sample t-test on impact of personnel on sports performance among Nigerian Armed Forces

Variable	N	Mean	Std. Dev.	Std. Error	t-value	Df	p-value
Personnel	642	3.49	0.505	0.020	0.696	641	0.487
Test-mean	642	3.50	0.000	0.000			

(t-critical at df 641 = 1.96, p < 0.05)

The mean score (3.49) for impact of personnel on sports performance among Nigerian Armed Forces as expressed by the respondents was lower than the benchmark (3.50). The observed t-value obtained at 641 df was 0.696 with a p-value of 0.487 (p > 0.05). These observations are clear indication that personnel impact on sports performance among Nigerian Armed Forces was not considered significant by the respondents. With this observation, the null hypothesis which states that, there is no significant impact of personnel on sports performance among Nigerian Armed Forces is therefore retained.

Discussions

Null hypothesis one (1) stated that facilities do not significantly influence on sports performance among Nigerian Armed Forces. This corroborates with findings of Aluko (2015) who posited that adequate facilities influence sports performance in Nigeria. This study investigated that influence of facilities, training and personnel in the area improving sports performance. The study was aimed at highlighting the impact of facilities on sports performance in Nigerian Armed Forces. This finding is similar to the position of Audu (2013) which stated that availabilities of availability such as good football field, handball court, volleyball court, athletic oval, and basketball court as well as hockey pitch influence sports performances. Furthermore, Balague (2017) opined that the type of facilities that have the greatest effect on football performance is bad playing pitch, flossed lights, and dressing room facilities. Lauder (2016) further stated that pitches have the capacity that motivates good performance among players. Secondly, stadium communication facilities have the capacity that can capture the attention of the listeners of plays who can either improve their performance. In further support of hypothesis one, Dale (2018), equally opined that football field, basketball court and hockey pitch have a great influence particularly on high competition such as international competitions. They asserted that easy access to sports facilities by sport men and women will enhance good performance among participants. Furthermore, Ahmed (2012) emphasized that it would be impossible to participate and achieve satisfactory results from athletes, if equipment are inadequate or sub-standard and unmaintained. Audu (2013) also added that it is important to provide proper and adequate equipment to enhance excellence in sports participation.

Null hypothesis two (2) stated that training do not significantly influence sports performance among Nigerian Armed Forces. This is in accordance with the assertion of Balague (2017) who carried out a study on "Shifting training requirements during athlete development"; the relationship among star athletes performance. This result is also in tuned with University of Obiyemi (2016) who posited that training has contributed significantly to the great of sports in Nigeria. The rejection of the second hypothesis further confirms that training has significant influence on sports performance in competitive sports. This assertion further supports Adio (2016) who stated that, sports icons like late Sunday Bada, and Chiyoma Ajwuma are good examples of sports men and women who received transformation in their career as a results of training received. Furthermore, Philips (2016) posited that the time it could take to educate an athlete regarding their motives would be better spent engaging in mental skills training, which has been shown to have a quick and positive influence on elite athletic performance. The rejection of second hypothesis further confirmed that scholarship significant influence on athletes participation. This assertion further supports Dale (2018) who stated that training has significant impact on sports performance of coaches and reported significant differences between the novice and elite group

in small-sided games, inferiority games, opposition and execution timing of a training and drill items. The analyses also showed significant differences between the novice and intermediate group in inferiority games and opposition of the training and drill items.

Null hypothesis three (3) stated that personnel do not significantly impact on performance of sports in Nigerian Armed Forces. The hypothesis was therefore rejected and supported the hypothesis that personal do significantly impact on sports performance in Nigeria. The hypothesis was therefore rejected and supported the hypothesis that personnel do significantly impact on sports performance in Nigerian Armed Forces. The results of this study support the submission of Emiola (2016) examined the "Roles of Nigerian Air Force Personnel's involvement in National and International Sports Championships on Enhancing Sports Development in Nigeria". The results revealed that there is significant role of Nigerian Air Force personnel's involvement in National and International sports competitions on sports development in Nigeria. The rejection of the third hypothesis supports the finding of Adamu (2012), as they posited that the attitude of sport administrators towards sports competitions is not encouraging, some see sports as a waste of time, a quick means to injury and disability hence they deliberately refuse to encourage on taken favourable decision in the board room. The rejection of the third hypothesis supported Akinsanmi (2014) who stated that most developed countries of the world employ professional athletes into their Armed Forces system to influence sport performance in the Armed Forces in USA and Germany. Akinsanmi (2014) further pointed out that sports has become a means of livelihood and indeed a profession where individual athletes seized the opportunity in search of a permanent job opportunities e.g. in the Armed Forces, National or States sports Councils and other similar sports organizations. Aluko (2015) opined that in Nigerian military recruits sportsmen and women into Armed Forces not only for security defense but because of the challenges ahead especially during the Confederation International Military Sports competition usually observed worldwide.

Conclusion
The following conclusions were drawn from this study:
1. Facilities have impact on sports performance among Nigerian Armed Forces.
2. Training have impact on sports performance among Nigerian Armed Forces.
3. Personnel have impact on sports performance among Nigerian Armed Forces

Recommendations
Based on the findings of this study, the following recommendations were made:
1. There is a need for the Directorate of the Armed Forces to improve on the provision and maintenance of sports facilities and equipment for the Armed Forces in all the military formation in the country.
2. There is need to ensure continuity in sports training for improved performance by the Nigerian Armed Forces.
3. There is the need to recruit more sports personnel so as to improve professional handling of the different sports activities for better performance among the Armed Forces in all the military formation in the country.

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EVALUATION OF NCE BACKGROUND ON TEACHING PRACTICE PERFORMANCE OF ECONOMICS EDUCATION STUDENTS OF USMAN DANFODIYO UNIVERSITY, SOKOTO, FEDERAL COLLEGE OF EDUCATION, ZARIA CAMPUS

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Abstract
This paper discusses the relevance of NCE background on teaching practice performance of Economics Education students. As houseman ship is to a medical doctor, so is teaching practice is to a professional teacher. Thus, one can only be qualified as a teacher after the completion of teaching practice. The problem arises whether the Nigeria Certificate in Education (NCE) graduate should be subjected to another teaching practice as they go for further teacher education programme in the university. In tackling this problem, 20 questionnaire item were constructed and administered to 2021/2022 300Level Economics students of the Faculty of Education, Usman Danfodiyo University, Federal College of Education, Zaria Campus. In addition, the teaching practice scores from those with NCE and without NCE background were collected and analysed. With analysis of variance, the two null hypotheses were tested at the significant level of 0.05. The study revealed among others that those with NCE background were not performing better than those without such background. It was concluded among other things that such finding may be as a result of over-confident on the part of those with NCE background. Finally, it was recommended among other things that the teaching practice should be made to form part of every student's Cumulative Grade Point Average (CGPA) on graduation to enforce discipline and seriousness among students.

Key words: NCE, Teaching practice, Economics and Performance.

Introduction
Teaching is the systematic and technical process of imparting skills, norms, values, attitudes among other things to the learners. To some scholars, the term teaching is an art, while to others, it is claimed to be a science. To some extremists, it is neither a science nor art. The class of the extremists is of the opinion that one does not need to undergo a teacher education programme to become an effective teacher. To them, everybody is a teacher as long as a person can stand in front of the learners in the classroom and

instruct. This view might look outdated, but it is yet expressed by 'teachers' without teaching qualification. To them, a teacher is 'born' not 'made'. It is this philosophical concept that has made teaching in Nigeria to be an 'all-comers' affairs.

Nonetheless, the concept of teaching is not only a science but a technology where the classroom environment becomes the workshop or laboratory. It is in the laboratory that materials in form of learners are designed, modelled, re-modelled and patented with the award of certificate. Teaching skills, strategies and methods are also learnt. It is this paper's opinion that in attempt to underscore this assertion that every teacher programme in Nigeria at whatever level makes teaching practice compulsory to the extent that no candidate is awarded this professional certificate until teaching practice has been successfully completed.

Teaching practice in teaching profession is like horsemanship in the training of medical doctors as well as law school to practicing lawyers. There is therefore, no doubt when one sees that the Nigeria Educational Document – National Policy on Education (2014) stressed among other things that all in-service teachers and pre-service teachers in our educational institutions from pre-primary to tertiary level will be professionally trained. One of the reasons stressed by this document is to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the world globally. The outcome of this paper will greatly benefit students, teachers, head teachers, school principals, parents, policy makers, stakeholders in education and government at all levels.

Literature Review
Relevance of NCE background on Teaching Practice Performance
The relevance of NCE background on teaching practice performance cannot be over emphasised. This is because the knowledge of NCE enhances students' performance on teaching practice exercise. According to Onyeba (2017) NCE programme equipped the learners with the necessary preparatory teaching skills and methods that will in turn improve their overall performance during teaching practice exercise. Teacher preparation implies the set of activities planned, designed and executed to enable pre-service teachers to acquire skills of teaching. It encompasses all deliberate efforts strategized towards encouraging learners become trained and professional teachers. So, teacher education in Nigeria just as in any country globally; should aim at the production of efficient and effective crop of teachers with the insight of renewed creativity and skills that will enhance and improve their performance and inculcate in them the right kind of attitudes, interest and sound mind relevant for the task ahead.

Concept of Micro-Teaching
Standard University developed Microteaching in 1963 as a part of an experimental programme. It was viewed as feasible in making student-teachers aware of the realities of teaching. It also served as a measurable tool in identifying teaching skills prior to actual teaching. Micro-teaching has been defined in different ways. Some school of thought see micro-teaching as a scaled down teaching encounter in class size and class time while others see it as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour (skill) and to practices teaching under controlled conditions. According to Ojo (2021) micro-teaching is a process whereby a pre-service demonstrates a specific skill under a controlled condition. Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five learners for a small period of time say 5 to 10 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones. It also implies that micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5 to 10 minutes encounter with a small group of real learners, often with an opportunity to observe the result on video-tape play back. Basically, there are two major purposes of micro-teaching. These are: for

student-teachers to develop teaching skills under controlled conditions without risking the learning of the learners; and for experienced teachers to examine and refine their techniques.

Concept of Teaching Practice
It is a normal tradition, that if a student fails micro-teaching (practicum); such student cannot be allowed to go on teaching practice exercise. This implies that, micro-teaching (practicum) is a pre-requisite course to teaching practice exercise. The idea of teaching practice came up as a result of the experiences acquired from fresh classroom teachers who were not performing according to the rules of the game of teaching. According to Essifie cited by Oga (2016) many teachers are totally unprepared for real life teaching as they looked confused as they did not know what they were expected to be doing. In fact, they lacked the right methods to use and were incapable of assessing their teaching efforts due to the fact that they lack necessary training and orientation. This idea of training practice as a pre-requisite for adequate teacher preparation would be traced to the end of the 19th century in England when teacher training was looked upon as desirable rather than essential for graduate teachers.

Atabo (2019) sees teaching practice as a designed to enhance student-teachers practical experience in teaching in school situation. This design equips student-teachers with the necessary teaching skills to further develop their values, norms, attitudes, knowledge and skills and to be able to use these in teaching learners in schools. This implies that teaching practice is an exercise that should provide teacher-trainees opportunities to serve an apprenticeship scheme in the course of their training before they become certificated teachers. It is a period for providing orientation and experience to guide the teacher's operation in the classroom situation. During this period, the pre-service teacher is expected to teach the normal classroom lesson while his/her performances are assessed periodically by their supervisors (College Lecturers) with a view to providing in mind the skills needed in good teaching.

Concept of Economics
Economics is one of the social science subjects that is been offered at the senior secondary school level. It is called social science because it studies the behaviour of man in relation to limited resources and unlimited wants. According to Onyeba (2017) Economics is defined as the study how a man allocates his/her limited resources to satisfy his/her unlimited wants. The resources at the disposal of a man is limited while his/her wants are unlimited. This is the basis of Economics.

Economics Education Teachers' Programme
Economics education teachers' programme an aspect of teachers' programme in Nigeria. According to Edimoh cited by Atabo 2019 and in line with the National Policy on Education (2014) outlined the following specific objectives:
i. To provide Economics teachers the preparation needed to teach the general aspect as well as the conceptual and theoretical aspect of Economics Education;
ii. To prepare teachers of Economics subject who can serve at senior secondary school levels;
iii. To provide each Economics education teacher with a general education that will enable him/her to relate more effectively to his/her environment;
iv. To provide Economics education teacher with a the necessary competencies in professional education;
v. To provide Economics teacher with the ability to understand, undertake and conduct research in Economics education; and
vi. To provide additional learning experiences for serving Economics education teachers through in-service programmes.

Methodology
To further guide this study, two research questions and two related null hypotheses were formulated as follow:

Research Questions
1. To what extent do Economics teachers with teaching practice experiences perform better than their counterparts without teaching practice experiences?
2. To what extent can the knowledge of micro-teaching skills will improve the Economics teachers' teaching skills than their counterparts without micro-teaching skills?

Hypotheses
Based on the research questions, the following null hypotheses were drawn to give direction to the study:
HO1: There is no significant difference in the Teaching Practice experiences mean score performance with their counterparts without teaching practice experiences; and
HO2: There is no significant difference between the mean responses of Economics teachers with knowledge of micro-teaching skills and their counterparts without the knowledge of micro-teaching skills.

Research Design
The research design used in the study is descriptive survey. This design according to Afolabi cited by Edoka (2018) involves the gathering of data about target population from a sample and generalizing the findings obtained from an analysis of the sample to the entire population. He went on to opine thus 'in surveys that have to be done in the field, data are derived from questionnaire, interview and participants observation'. Therefore, the use of this design (survey) was found by the researcher to be more relevant to the study.

Population of the Study
The population of this study consisted of all the One Hundred and Fifteen (115) 300 Level Economics students 2021/2022 session of Usman Danfodiyo University Sokoto, Federal College of Education, Zaria Campus, Kaduna State; Nigeria. The breakup of the student teachers' population showed that Fifty-Five (55) Economics student-teachers had Nigeria Certificate in Education (NCE) background (the experiences of Teaching Practice and Micro-Teaching Skills knowledge) while Sixty (60) Economics student-teachers do not. This population was chosen to ensure homogeneity, uniformity and common background in terms of institutions attended and methods of teaching practice assessment. The population of the study is shown as follows:

Table 1: 300 Level Economics Student Teachers' Population 2021/2022

Number of Student Teachers' with NCE Background	Number of Students Teachers' without NCE Background	Total
55	60	**115**

Sample Size and Sampling Technique
Using the entire population could be the best or ideal method of finding the truth about the area of study. However, the researcher believes on the assumption of Borg and Gail as cited by Owoicho (2017) that samples are representatives of the whole in which generalization could be made. Therefore, using this principle and in line with Echo (2015) noted that 20 percent of a population that is less than 1000 is good representation of the sample, a total 90 respondents were randomly selected for this study. The breakup of this showed that: 45 Economics student-teachers with teaching practice and micro-teaching skills experiences while 45 Economics student-teachers without these experiences.

The simple random sampling method adopted was folded papers with inscriptions 'add' or 'drop' in which the Economics student-teachers with the teaching practice and micro-teaching experiences and those without these experiences were asked to pick. Those that picked 'add' were therefore used for the study against those that picked 'drop'.

Instrumentation

Two major instruments were mapped out and finally used for this study. These were a self-constructed questionnaire tagged: 'NCE and TPPET' evaluation of Economics students-teachers on teaching practice and micro-teaching experiences. The questionnaire was made up of 20 items which were drawn based on the five major sections of the teaching practice and micro-teaching practicum evolution forms of the Teaching Practice Office, Federal College of Education, Zaria, Kaduna State; Nigeria. A further analysis of the questionnaire with its associated questionnaire items showed that: planning of the lesson had four questions; teaching procedure had 6 questions; classroom management and control had 4 questions; evaluation of the previous work by the teacher had 4 questions; and teacher's personality had 2 questions.

The instrument which was validated by experts was pilot-tested with 5.7 degree of consistency level had four (4) points of rating scale as 'strongly agree' with 4 points, 'agree' with 3 points, 'disagree' with 2 points and 'strongly disagree' with 1 point. The second instrument was the teaching practice result from the 2 groups of students targeted for the study. The scores collected were equally on the basis of teaching practice evaluation form used in assessing the teachers. A further analysis of this form with the associated scores showed that:

1.   Planning of the lesson with 4 items having a score of 20%;
2.   Teaching procedure with 10 items having a score of 50%;
3.   Classroom management and control with 2 items having a score of 10%;
4.   Evaluation of previous work done with 2 items having a score of 10%; and
5.   Teacher's personality with 2 items having a score of 10%.

Data Collection and Analysis

Using the questionnaire, the data were collected directly by the researcher. To facilitate the collection, the respondents were grouped into 'A' and 'B'. The Economics student-teachers with Nigeria Certificate in Education (NCE) background with the teaching practice and micro-teaching practicum experiences were classified as group 'A' while the group 'B' was made up of Economics student-teachers without teaching practice and micro-teaching practicum experiences. With respect to statistical tools, the researcher used simple percentages to answer the two (2) researcher questions. In doing this, the responses were converted to percentages scores and a simple average calculated based on the responses of the groups. For further analysis of the data especially with regards to the null hypotheses formulated for the study, an ANOVA and 'F' statistics were applied and each null hypothesis was tested at the level of 0.05 degree of significant.

Presentation of Data Analysis

For the purpose of this study, the data are presented based on each of the research questions and null hypotheses formulated as follows:-

Research Question 1

To what extent do Economics student-teachers with NCE background and teaching practice experiences perform better than their counterparts without NCE background and teaching practice experiences?

To answer this questions, teaching practice scores were collected from the Teaching Practice Office of Federal College of Education, Zaria on the two sets of students-teachers used for this study tagged groups 'A' and 'B' representing those with NCE background with teaching practice experiences and those without respectively. The summary of the scores reflecting the 5 main areas of the assessment forms given in Table 2.

Table 2: Economics Student-Teachers Scores in Teaching Practice

Item of Assessment	'A'	'B'

Planning of the lesson	(20%)	13	16
Teaching Procedure	(50%)	28	33
Class management & control	(10%)	58	
Evaluation of previous work done	(10%)	55	
Teacher's personality	(10%)	53	
Total			

From Table 1, out of a maximum score of 20% on lesson planning, group 'A' had an average of 13 as against 16 from group 'B'. This is also applicable to items 2 and 3 from the Table. Item 2 was to evaluate the teaching procedure adopted during the teaching practice, while item 3 was to examine class management and control by the teacher during the teaching practice. Of the maximum score of 50 for item 2, group 'A' recorded 28 as against 33 by group 'B'. Similarly, on class management and control, group 'B' still performed better with 8 as against 5 out of the maximum score of 10%. However, for item 5 dealing with teacher's personality, the performance of group 'A' was better with an average of 5 out 10 as against the group 'B's score of 3. The 2 groups tied with 5 points each using item 4 which was to evaluate the previous work of the teacher. On the whole, group 'B' still performed better with an average score of 64% as against 56% recorded by group 'A'. However, to show whether the differences recorded by the two groups was of any significant value, the researcher went further to test null hypothesis 1 as follows:-

Null Hypothesis 1
There is no significant difference in teaching practice mean score performance of Economics student-teachers with NCE background and their counterparts without NCE background.

To answer this, the data were tested using ANOVA with the summary shown in Table 3.

Table 3: Analysis of Variance in Respect to Null Hypothesis One (HO1)

Source of Variance	Sum of Squares	DF Estimate	Variance	F-Cal	F-Crit
Between Group	271155.65	11.75	11.10	3.59	
Within Group	207550.90	158	3066.20		
Total	**478706.55**	**159**			

The analysis of variance from Table 3 shows that there exists a significant difference between the statistical means of the 3 groups. From the Table, the sum of squares between and within the groups stood at 271155.65 and 207550.90 respectively. With their respective degree of freedom (df) of 1 and 158, the variance estimate stood at 1.75 and 3066.20. The f-calculate stood at 11.10 as against f-critical of 3.59 resulting to rejection of the null hypothesis since the f-critical is greater than the f-calculated (f-crit. f-calculated).

Research Question 2
To what extent can the knowledge of micro-teaching be used to replace teaching practice participation of Economics student-teachers with NCE background and teaching practice experiences perform better than their counterparts without NCE background and teaching practice experiences?

Twenty (20) questionnaire items were raised to elicit responses from the 2 groups of respondents namely: group 'A' and group 'B'. The summary of their responses is given in Table 4.

Table 4: Summary of Responses to Research Question 2

Questionnaire Description	Number of Questions	Group 'A' X Score	Group 'B' X Score
Planning of the lesson	4	60	61
Teaching Procedure	6	56	58

Class management & control	4	50	52
Evaluation of previous work done	4	52	51
Teacher's personality	2	54	52
Total	**20**	**54.4**	**54.8**

From Table 4, both groups rated planning of lesson planning with average score of 60 and 61 respectively. This, if followed by the rating of teaching procedure of 56 and 58 for groups 'A' and 'B' respectively. The average scores on teacher's personality were ranked next with 54 and 52 by the 2 groups. Evaluation of previous work and class management were carefully rated with 52, 51, 50 and 51 by the groups 'A' and 'B' respectively. From this rating, it could be seen that both groups are of the same opinion that micro-teaching could be used to replace teaching practice participation by the Economics students-teachers with NCE background since their overall average was above 50%. However, whether such rating is significant, led to a further testing of the scores using ANOVA for null hypothesis 2.

Null Hypothesis 2
Significant difference does not exist between the mean score of Economics student-teachers with NCE background and their counterparts as to the substitution of teaching practice with micro-teaching.

To answer this, the data collected were subjected to Analysis of Variance as summarized in Table 5.

Table 5: Analysis of Variance in Respect to Null Hypothesis Two (HO2)

Source of Variance	Sum of Squares	DF Estimate	Variance	F-Cal	F-Crit
Between Group	240025.8 1		1.75	0.21	3.84
Within Group	240024.1	158	3066.20		
Total	**480049.9**	**159**			

Table 5 provides the analysis of variance. From the Table, the sum of squares between and within the groups stood at 240025.8 and 240024.1 respectively. With their respective degree of freedom (df) of 1 and 158, the variance estimate stood at 1.75 and 3066.20. The f-calculate stood at 0.21 as against f-critical of 3.84 giving rise to the acceptance of the null hypothesis formulated. By implication, significant difference does not exist between the 2 groups of respondents as to replacement of teaching practice with micro-teaching for Economics education student-teachers.

Summary of Major Findings
The following are the summary of major findings:-
1. Economics student teachers with NCE background and teaching practice experiences performed better than Economics student teachers without NCE background and teaching practice experiences; and
2. Economics student teachers with NCE background and micro-teaching skills performed better than Economics student teachers without NCE background and micro-teaching skills.

Discussion of Results
Two major findings from this study were revealed based on the research questions and the null hypotheses formulated. In the first finding, it was revealed that students without NCE background performed better in teaching practice than their counterparts without NCE background. This significant difference was greatly noticed in their areas of planning of lesson, teaching procedures and class management where those without NCE background performed creditably well. In particular, in teaching procedure those with NCE background had 56% as against 66% recorded by those without NCE background. Thus, this finding is in conformity with the assumption of Oga (2016) that since no experience is too much, teachers at whatever level should be exposed to teaching practice even as many

times as possible. In most cases, he recommended a teaching practice workshop to those who stayed long on the field in order to expose them to current innovations and technologies required of a professional and up to date teacher.

Secondly, the study revealed that micro-teaching that micro-teaching should replace teaching practice for those with NCE background. This finding goes contrary to the idea of Ajeh (2020) who opines that micro-teaching should not be seen as the sole enhancing factor for teacher education because the real world is not made of 'linear additive equation' which he labelled micro-teaching to be. To him, micro-teaching only serves as an enhancing factor in the promotion of students performances during teaching practice exercise. Even from the first finding of this study, it was seen that those without NCE background performed better in the teaching practice field than those who claimed to have experience of it at NCE level.

Conclusion

Conclusively, the findings revealed that non NCE holders performed better in teaching practice than those with it, it could be concluded among other things that what makes a teaching profession may soon go into extinction through the attitude of NCE holders. The immediate effect of this will be to continue making teaching as an 'all-comer's affairs'. However, the researcher feels that one of the factors responsible for this is the over confident on the part of the NCE holder as they have already had a fair experience of it during their NCE programme. The other additional factor may be attributed to the fact that teaching practice grade does not have any effect on the Cumulative Grade Point Average (CGPA) of the students in the college.

It was also revealed that micro-teaching should replace teaching practice for the NCE holders. This is unfortunate as the NCE holders now see micro-teaching as a supplement to teaching practice. To them, it implies that teachers are 'born' and not 'made' and therefore, there is no need for professionalism in teaching. Thus, those institutions in this school of thought do not send their students with NCE background for teaching practice.

Recommendations

Based upon the facts so far revealed from the study and the discussions therein, the researcher wishes to put up the following recommendations:

1.   Since the study revealed that those with NCE, do not take teaching practice serious, a grade in the teaching practice should be made to form part of every student's CGPA for graduation. This is the area the School of General Education, Federal College of Education, Zaria has ignored resulting to the students paying less attention to it; and
2.   The idea of replacing teaching practice with micro-teaching should be discouraged. Rather, teaching practice should form the basis of awarding teaching certificate at each level of teacher education in Nigeria in line with the National Policy on Education (NPE, 2014). Therefore, any teacher education institution currently practicing this should have a re-think and make use of the minimum standard judiciously.

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EVALUATION OF CONTRIBUTIONS OF SCHOOL-BASED MANAGEMENT COMMITTEES ON THE ADMINISTRATION OF SECONDARY SCHOOLS IN ZARIA EDUCATION ZONE, KADUNA STATE

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Abstract

The study was an evaluation on the Contributions of School-Based Management Committees on the Administration of secondary schools in Zaria Education Zone, Kaduna state with the objectives to: find out the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in in Zaria Education Zone and examine the influence of School-Based Management Committees (SBMCs) on Decision-Making in in Zaria Education Zone. In line with the stated objectives, Two research questions and Null hypotheses were formulated for the study. The study adopted the use of survey research design and out of the total population of twenty-eight thousand six hundred and sixty (28660), a total of three hundred and seventy-nine (379) respondents were used for the study. The instrument tagged "School-Based Management Committees (SBMCS) Questionnaire" was used to collect data from respondents. This instrument was validated and pilot tested and a reliability index of 0.85 was obtained. Data gathered were analysed using Analysis of Variance (ANOVA) and hypotheses were tested at 0.05% level of significance. Findings of the study revealed that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in in Zaria Education Zone. Also, finding shows that School-Based Management Committees (SBMCs) have not contributed well in decision-making in secondary schools in in Zaria Education Zone. In view of the findings and conclusions of this study the researcher recommended that: Schools should adopt SBMC so as to promote quality education and management framework that suit the needs of the students and the community; and School-Based Management Committees Officials should be more involved in decision-making process and so as to create good organizational climate such that there will be good culture and rapport among SBMCs Officials, staffs

and school heads hence improve the administration of secondary school in in Zaria Education Zone, Kaduna State.

Keywords: Contributions, SBMC, Administration and Secondary Schools.

Introduction
The tasks of school principals are enormous and the need to involve teachers and other administrative staff in the management process to ensure optimal production, efficiency, satisfaction, addictiveness and development cannot be over-emphasized. (Aarons, Hurlburt et al. 2011) adequate financing and effective implementation of educational policies, provided for collaboration and active participation of stakeholders like parents, community, SBMCs, alumni, Parent Teachers Association (PTA), and individuals. In section 12 and 13 of the national policy on education, folios 104 (b) and 121 for example "close participation and involvement of the communities, at the local level, in the administration and management of their schools".
These therefore, affirms the twin expectation of providing innovative leadership in effective management in order to achieve the objectives of the school. It should be noted that the internal processes within the school organizations are very essential for the determination of effectiveness and ineffectiveness of the school system (Bobbett 2001). These internal processes include the school climate, staff involvement in decision making, leadership behaviour and communication process. These set of committee is a strong force in these internal processes that could bring about school effectiveness (Cheng 2022).

Because of the recent challenges, complexities and competition caused by the innovation of technology and science, political and economic transition and societal change, schools are required to be more transparent, accountable and efficient. School governance and decision making needs to be changed to respond to the pressures (Dempster 2000). Greater decision-making authority is devolved to local education stakeholders including school principals, teachers, parents and community Officials to determine the strategy that best meets the needs of the children (Patrinos and Fasih 2009). This new reform strategy is called school-based management which school operation lies in the hand of local stakeholders, but they have to comply with the centrally indicated framework, policies or regulations (Caldwell and Spinks 2013).

Researchers on administrative effectiveness are often faced with problems of deciding which organizational aspects and what criteria should be used. Available literature shows that administrative effectiveness could be measured in terms of the relationship between the organization and the external environment (Heck, Johnsrud et al. 2000). Effectiveness of school administrators is however dependent on personal qualities, interaction with subordinates and the situation as well as their ability to inspire all members of the school community to work together toward the goal of excellent education of all students (Leithwood and Seashore-Louis 2011). The participation of different stakeholders in the decision-making process helps enhance transparency of school management on the one hand and provides internal checks and balances on the other (Patrinos and Fasih 2009).

There are criticisms fromsome staff of secondary schools that the committee systems are not necessarily the best method foreffective administration of a school system. They argue that the disadvantages of the committee system inthe administration of secondary schools outweigh its benefits. Among the advantages is the likelihood ofcross fertilization of ideas resulting in better decisions. The use of committees also ensures that too muchauthority is not vested in one person; rather there are checks and balances emanating from authorities ofrelevant committees (Alabi, Mustapha et al. 2012). The School Based Management Committee are seen as mare group of people that cannot turn the fortune of any school system as far administration of schools is concerned (Courtney and McGinity 2022). It is often relieved that whatever decisions they contribute always where such decisions were made. This implies

that their effort is appreciated or recognized. This trend should not be allowed to continue. It is on this basis that the researcher is prompted to carry out research on Assessment on contribution of School Based Management Committee (SBMCs) on the administration of secondary school in Zaria Education Zone. It was against this background that this study evaluate the contributions of school-based management committees (SBMCs) on the Administration of Secondary schools in in Zaria Education Zone, Kaduna state.

Objectives of the Study:
1. Find out the contribution ofSchool-Based Management Committees (SBMCs) on the provision of platform for Community-School interaction in secondary schools in Zaria Education Zone, Kaduna state; and
2. Determine the contribution of School-Based Management Committees (SBMCs) on decision-making in secondary schools in Zaria Education Zone, Kaduna State.

Research Questions
1. What is the contribution of School-Based Management Committees (SBMCs) on the provision of platform for Community-School interaction in secondary schools in Zaria Education Zone, Kaduna State? and
2. What is the contribution of School Based Management Committee (SBMCs) on decision making in secondary schools in Zaria Education Zone, Kaduna State?

Research Hypotheses
$H0_1$ There is no significant difference in the opinions of principal, teachers and SBMC member on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zone, and
$H0_2$. There is no significant difference in the opinions of Principal, Teachers and SBMCs officials on the contribution of SBMCs on decision making in secondary schools in Zaria Education Zone, Kaduna State.

Contribution of School based management community (SBMCs) on Community-School Interaction
Prolonged regime of poor-quality public education has been consistently linked to the strings of failure by Nigeria to attain its full development potential. Directly limed to this, is the evident failure of schools to provide basic opportunities for learning dues to the poor state of infrastructure in schools, especially the public ones. building and facilities are inadequate, teaching standards are low; and teachers receive inadequate training and have little motivation to improve on their jobs. These issues have attracted various interventions, one of the latest being the establishment of the School Based Management Committee (SBMC) by the government under the State Education Programme Investment Project (SEPIP). SBMC is intended to move education forward especially at the basic level through a combined effort of the government, community, teachers and the children (Onyachom 2023).

The essence of the SBMC encourages community participation and boosts demand for quality education services (Kwashabawa 2017), it represents community interest and it is a voluntary group which comprises community leaders, market women, artisans, school head teacher, pupils and religious leaders. The committees are established by government to act as a bridge between schools and the communities they serve and the purpose of their establishment is to achieve effective community participation in the management and governance of primary, junior and secondary schools (Biya 2021). These committees are intended to contribute to school development planning and decision making at the school level for improved learning outcomes. The need inspired quality consciousness in school operators and managers for the attainment of total quality assurance in schools, create a turn-around in educational effectiveness and achievement, gave birth to the concept of community participation in school management

Contribution of School based management community (SBMCs) **SBMCs on Decision Making in Secondary Schools**

Governments around the world are introducing a range of strategies aimed at improving the delivery of education services (Read and Atinc 2017). One such strategy is to decentralize education decision making by increasing parental and community involvement in schools. Decentralizing decision-making authority to parents and communities' fosters demand and ensures that schools provide the social and economic benefits that best reflect the priorities and values of those local communities (Chen 2011). Decision-making is regarded as the most important process among the management process (Chen 2011). Decision making is a process of making a choice from a number of alternatives to achieve a desired result (Saputri, Wicaksono et al. 2021).

Today, greater decentralization of educational decision-making is becoming the common aspiration of many developing countries (Rahim 2019). Some researchers argue that the participation of communities and students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (Abebe 2012). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision-making (Abebe 2012)The same is true in South Africa where the participation of communities and students in decision-making has played a role in the improved and expanded school-based management (Naidoo 2021).

Methodology

Descriptive research design was adopted for this study with a population of 28,660 made up of eighty-one (81) principals, one thousand seven hundred and fifty-five (1,755) teachers and twenty-six thousand, eight hundred and twenty-nine (26,829) students. The sample size of the study is 357, comprising 7 Management Staff, 28 HODs, 322 Academic Staff. The Sample size was chosen based on the recommendation of Research Advisor (2006). The procedure was such that every sample size was selected according to population strength. sample size of 379 suffices. Therefore, the sample for this study consisted of twenty-four (24) principals, two hundred and forty-two (242) teachers and one hundred and thirteen (113) SBMC members making the total of three hundred and seventy-nine (379).descriptive statistics such as mean and standard deviation wasused to respond to the research questions while Analysis of Variance (ANOVA)was used to test the two null hypotheses at 0.05 level of significance. ANOVA was used because it is an appropriate statistical tool used to compare the means between the groups and it determines whether any of these means are significantly different from each other. Hence, hypothesis that is greater than 5% or $p = > 0.05$ were rejected and hypothesis that is less than 5% i.e $p = < 0.05\%$ were retained. The research instrument used for data collection is a questionnaire with a five-point Likert scale used for the collection of data. A pilot test was conducted in two Colleges of Education. (Schmidt, Roesler et al. 2014)in Schmidt, Roesler et al. (2014) concurred that a test should be conducted before the main study, to test run the instruments and ensure that possible ambiguity that may be associated with the study is removed. The data gathered from the

Table 1: Roles of School-Based Management Committee (SBMC) in Providing Platform for Community–School Interaction in Secondary School in Zaria Education Zone, Kaduna State

SN	ITEMS	Respondents	SA	A	U	D	SD	Mean	Std. Dv
1.	SBMC provides the platform for parents to better understand their children's needs and arouse their interest and involvement in youth policy through parent	Principal	3	18	2	1	-	3.0417	62409
		Teacher	62	147	15	17	1	3.9587	79830
		SBMC	2	20	4	68	19	2.2743	1.00221

education.

								Mean	
2.	Community concerns about education are channeled to the school and government through the SBMC	Principal	3	17	1	3	-	2.1667	81650
		Teacher	72	136	18	15	1	1.9132	80758
		SBMC	26	60	15	12	-	2.1150	88391
3.	SMBC encourages teachers to have good interpersonal relationship with students.	Principal	5	9	6	3	1	2.4167	1.10007
		Teacher	71	123	25	18	5	2.0207	93989
		SBMC	22	63	10	14	4	2.2478	1.02235
4.	The SBMC in my school does, not emphasize on peaceful co-existence among school staff.	Principal	4	6	6	6	2	2.8333	1.23945
		Teacher	27	66	43	84	22	3.0331	1.19774
		SBMC	2	32	9	5	20	3.4779	1.13466
5.	The SBMC encourages good relationship between school and local community.	Principal	5	15	3	1	-	2.0000	72232
		Teacher	75	120	28	11	8	1.9959	95326
		SBMC	21	83	5	4	-	1.9292	60823
6.	SBMC has been acknowledged as an essential ingredient in the quest for better schools.	Principal	6	17	1	-	-	1.7917	50898
		Teacher	53	143	25	15	6	2.0826	88872
		SBMC	28	59	17	9	-	2.0619	84814
7.	SBMC encourages communities to mobilize resource toward school development.	Principal	4	14	3	3	-	2.0417	55003
		Teacher	63	118	29	30	2	2.1322	96788
		SBMC	17	53	17	20	6	2.5133	1.11094
8.	SBMC strengthens community-school relationship through monitoring and capacity build schemes.	Principal	2	20	1	1	-	2.2917	95458
		Teacher	46	129	35	27	5	2.2397	95505
		SBMC	13	63	14	21	2	2.4336	98085
9.	Through the SBMC the government listens and responds to the community's demand.	Principal	3	15	3	2	1	2.2917	95458
		Teacher	79	106	27	23	7	2.0620	1.03881
		SBMC	32	47	20	12	2	2.1593	1.01389
10.	SBMC encourages a	Principal	6	11	4	3	-	2.1667	96309

		Teacher	50	127	25	33	7	2.2562	1.02685
channel for both parents and the school to exchange opinions concerning school policies towards the development of school		SBMC	26	60	14	9	4	2.1593	98712

The descriptive analysis on table 1 revealed that SBMC provides the platform for parents to better understand their children's needs and arouse their interest and involvement in youth policy through parent education. This item attracted the highest response mean of 3.0417, 3.9587 and 2.2743 for the principals, teachers and SBMC Member respectively. Also, the observed frequency response shows that 3 principals strongly agreed with the item, while 18 agreed against 2 that were undecided and only 1 that disagreed with the item. Also, 62 teachers strongly agreed with 147 of them that agreed with the item as against 15 that stayed undecided, while 17 of them disagreed and only 1 strongly disagreed. Likewise, the total of 2 SBMC Member strongly agreed with this item, while 20 agreed and 4 stayed undecided, also 68 SBMC Member disagreed and 19 of them strongly disagreed with the item.

Table 2: School-Based Management Committee (SBMC) provides the opportunity for local Decision-Making in Secondary Schools in Zaria Education Zones in Kaduna State

SN	ITEMS	Respondents	SA	A	U	D	SD	Mean	Std. Dv
1.	SBMC involves communities in school decision-making to create a greater sense of ownership, morale and commitment among the stakeholders.	Principal	1	20	1	2	-	2.1667	63702
		Teacher	61	127	26	23	5	2.1074	95806
		SBMC	34	43	18	16	2	2.1947	1.07619
2.	SBMC involves parents, teachers, local councilors and students in school management to promote decision – making at school level, which improves the quality of schooling.	Principal	21	3	-	-	-	2.1250	33783
		Teacher	65	122	33	21	1	2.0537	88861
		SBMC	27	43	31	10	2	2.2655	982214
3.	Decision that are made by the SBMC are arguable more responsive to specific issues related to school context.	Principal	17	5	2	-	-	2.3750	64690
		Teacher	46	112	47	33	4	2.3264	98792
		SBMC	21	34	34	24	-	2.5398	1.02674
4.	SBMC facilitates the presentation of children voice in the decision making process.	Principal	1	12	8	3	-	2.5417	77903
		Teacher	51	92	41	49	9	2.4752	1.14209
		SBMC	29	31	29	20	4	2.4602	1.15755
5.	SBMC has a collaborative relationship with staff and the community and establish	Principal	16	6	2	-	-	2.4167	65386
		Teacher	62	114	37	18	11	2.1818	1.04266
		SBMC	29	44	23	12	5	2.2920	1.09936

								Mean	SD
	a strong communication structure.								
6.	SBMC ensures participation of students in education management to promote participatory decision – making at school level.	Principal	1	15	5	3	-	2.4167	77553
		Teacher	42	120	28	50	1	2.5413	2.86058
		SBMC	32	33	21	27	-	2.3805	1.13640
7.	Most teachers in my school disengage from SBMC because they are not involved in decision making process on issues that affect them.	Principal	4	10	5	4	1	2.5000	1.10335
		Teacher	62	72	56	50	20	2.4132	1.10577
		SBMC	18	32	39	22	2	2.6283	1.02813
8.	SBMC promotes active participation of students and parents in the day to day running of the school.	Principal	4	15	2	3	-	3.1667	86811
		Teacher	40	117	32	51	1	2.5744	2.85846
		SBMC	21	43	26	23	-	2.4513	1.01762
9.	SBMC involvement of communities in the school administration contributes to the overall planning, management and monitoring of the school and the decision made during meetings.	Principal	3	15	4	2	-	2.2083	77903
		Teacher	51	118	40	28	5	2.2479	98352
		SBMC	37	42	17	17	-	2.1239	1.03624
10.	The SBMC communicates to the Ministry of Education on the decision made during meetings.	Principal	5	15	3	1	-	2.0000	72232
		Teacher	51	115	44	23	9	2.2727	1.01850
		SBMC	18	46	35	10	4	2.4336	98085

In view of the observed response mean on table 13, it was revealed that, SBMC promotes active participation of students and parents in the day to day running of the school. This item recorded the highest response mean of 3.1667, 2.5744 and 2.4513 for the principals, teachers and SBMC Member respectively. Also, the observed frequency response shows that only 4 principalsstrongly agreed with the item, while 15 others agreed against 2 that were undecided and 3 that disagreed with the item. In the same way, 40 teachers strongly agreed with the item, while117 of them agreed as against 32 that stayed undecided, similarly, 51 of them disagreed as against only 1 that strongly disagreed. Likewise, a total of 21 SBMC Member strongly agreed with this item, while 43 agreed and 26 stayed undecided, also 23SBMC Member disagreed with the item.

Table 3: **Analysis of Variance (ANOVA) statistics on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction**

Status	Sum of Squares	df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	7.682	2	3.841	5.251	2.61	**.**004
Within Groups	275.041	376	.731			
Total	282.723	378				

Table 3 shows the f-ratio value of (5.251) at 2 df 376 and at the level 0.05. The critical value (2.61) is less than f-ratio value (5.251), the probability level of significant P(.004) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zones, Kaduna State. Consequently, the null hypothesis is rejected.

Table 4: Analysis of Variance (ANOVA) statistics on the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools

Status	Sum of Squares	Df	Mean Square	F-ratio	F-critical	Prob.
Between Groups	1.851	2	57.926	3.0228	2.61	**.**028
Within Groups	276.872	376	41.7.36			
Total	278.723	378				

Table 4 shows the f-ratio value of (3.0228) at 2 df 376 and at the level 0.05. The critical value (2.61) is less than f-ratio value (3.0228), the probability level of significant P(.028) is less than 0.05. This means that there is significant difference in the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondary schools in Zaria and Giwa education zones in Kaduna State. Consequently, the null hypothesis is rejected.

Summary of Major Findings
Based on the data analyzed, the following findings were arrived at:
1. Finding indicated that there is a significant difference in the opinions of respondents on the extent to which School-Based Management Committees (SBMCs) provide the platform for Community-School interaction in secondary schools in Zaria Education Zones, Kaduna State and
2. Finding also shows that there is significant difference in the extent to which School-Based Management Committees (SBMCs) provide the opportunity for local decision-making in secondaryschools in Zaria Education Zones, Kaduna State.

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REVISITING THE PLACE OF NON-FORMAL VOCATIONAL EDUCATION IN EFFECTIVE IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMME IN NIGERIA

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Abstract

During the pre-colonial era, acquisition of vocational skills actually started in the form of non-formal education. Then, there were no curriculum, contents, teaching method and defined means of evaluation. Specific skills were identified with family lineage. But the colonial era saw the advent of western education in Nigeria, and it was the beginning of formal system of education. However, the formal system of education was later found not to be much relevant to our needs because it laid emphasis on reading, writing and arithmetic. Achieving technological advancement in Nigeria through the acquisition of knowledge and relevant skills using western education could not make any significant impact due to certain factors. Hence, several attempts by successive Government to encourage acquisition of vocational skills through formal education did not yield the desired result. Therefore, the need to re-visit the place of non-formal vocational education in the implementation of Technical and Vocational Education and Training (TVET) programme in Nigeria necessitated this study. The literature reviewed showed that non-formal vocational training centers, such as Open Apprenticeship Scheme and Vocational Training Centers, are of great relevance to the effective implementation of TVET programme. These Centers were found to be supporting the implementation of TVET programme through the provision of industrial training during Students' Industrial Work Experience Scheme (SIWES), training facilities, on the job training and re-training of technical teachers and employment of graduates from TVET institutions.
Keywords: Non- formal Vocational Education; TVET; Implementation.

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Introduction
It is a known fact that science and technical education are closely related. Technology is the practical application of scientific knowledge for the invention of things for man's benefit. Momoh (2012) defines Vocational Education as a form of education whose primary purpose is to prepare people for employment in a recognized occupation. In the same vein the author further stressed that technical education is a post-secondary vocational training programme which the major purpose is the production of technicians. While the term 'vocational education' refers to skill-based programmes which are designed for skill acquisition at lower level of education, focusing on specific vocations for entry into defined workplace. 'Technical education', on the other hand, is designed to prepare people for entry into recognized occupation at a higher level. Technical and vocational education is a merger of technical education and vocational education that is, the inclusion of basic technical and scientific knowledge with the skill based vocational programme. Reko and Maxwell (2016), sees technical education as the training of technically oriented personnel who are to be the initiators, facilitators and implementers of the technological development of a nation. In the authors'view, this training of its citizens on the need to be technologically literate would eventually lead to self-reliance and sustainability. The author observed that technical education, more than any other profession, has direct impact on the development of the country.

Today, Nigeria is bedeviled with a number of socio-economic and security challenges — poverty, insecurity (Terrorism, insurgency, Banditry), hunger, diseases and ethnic conflict. In order to address these growing challenges, a new development paradigm is called for — one that will put the people at the centre of development with regards to economic growth through an effective Technical Education Programme.

Technical and Vocational Education is designed to offer people the opportunity of improving themselves in their general proficiency, especially in relation to their present or future occupation. Reko and Maxwell (2016) opined that changes in any nation's economy requires the preparation of young people for the jobs of the future of which technical and vocational education plays a crucial role. The authors mentioned that technical and vocational education are still very much neglected in the aspect of adequate funding, personnel, modern facilities and staff motivation which consequently are robbing the country of the economic development to be contributed by graduates of technical and vocational education. Hence, there is an urgent need for Nigeria's attention to be re-directed towards self-reliant and sustainable means of livelihood which technical and vocational education provides at all levels, including the universities.

Too much emphasis on university education in Nigeria has always reduced the economic opportunities of those who are more work oriented than academics (Ojimba, 2012). Not everybody needs a university education. Who then would employ them if everybody becomes a university graduate? Who will implement the results of researches from the universities? Many of the so – called "expatriate engineers" receiving huge sum of money in foreign currencies for road construction in Nigeria are graduates of vocational colleges in their countries.

Most technical and vocational education institutions in Nigeria lack the tools, machines and the skilled personnel to train students to acquire the skills needed by employers of labour. According to Chado, in Eze and Osuyi (2018), many institutions that are offering technical and vocational education programme in Nigeria are experiencing gross inadequacy of facilities for teaching and learning and those available are either outdated, broken down or out of use. In addition, the larger percentage of the populace who should be beneficiaries of technical and vocational education are often not been reached. They include the vulnerable, school dropouts, and the non-educated. These ones can only be effectively reached through non-formal vocational education. More so, the existing number of technical colleges in Nigeria can no longer cater for the increasing number of students' enrolment into these colleges. Hence the need

to re-visit the place of non-formal vocational education in the effective implementation of TVET programme in Nigeria.

Concept of Non-Formal Technical Education
Non-formal Education, according to Ossai and Nwalado (2014), is any organized systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population — adults as well as children. Non-formal education includes many types of learning experiences. It is a life-long process of learning which includes adult education, continuing education, in-service programme, on-the-job training programme, personnel and professional development, workers and students' industrial training, and open apprenticeship system, among others.

According to Osuyi and Owenvbiugie (2015) Open Apprenticeship Scheme is a government approved learning programme met for the acquisition of skills that will empower one to become either gainfully employed or for self-reliant. It is a scheme organized by individual or group of individuals, supported by government and the training is usually perfumed in an organized and well equipped workshop. The trainers are usually skilled personnel with specialty in various disciplines. Closely related to this is the establishment of Skill Acquisition Centre. The authors further explained that there is collaboration between the government and the centre in the area of funding and supervision and that the workshops used for such training are usually commercialized. That is, they are engaged in rendering services to the public for which they are paid. Some are engaged in electrical appliance repair, houses wiring, auto engine maintenance and servicing, among others. The money they generate is able to cater for the well-being of the trainers and maintenance of the equipment. This system has the advantage of allowing learners to attend the workshop at their own convenience. This sort of arrangement will enable those who may be attending formal education to attend the workshop during weekends and holidays. Apart from the initial cost of enrolment, learners are not to pay fees; instead they generate income for the scheme. This exercise runs for three years (VOC I, II & III) usually involve the parents, the government and the school in the areas of funding and supervision. At the end of the three years, technical students are expected to take practical test that would lead to the award of Trade Test Certificate. The certificate will now be a pre-requisite in addition to National Technical Certificate (NTC) for gaining employment in the industries.

Non-formal education has also been described as 'alternative to schooling' and is known in some quarters as 'out of school education' (Ossai and Nwalado, 2014). Explaining further, the authors opined that it covers training and instruction outside the formal education system and ranges from apprenticeship to national mass literacy. It may be technical, such as the craft centres in Nigeria or vocational centres established in some states which train boys and girls in vocational skills like shoe making, sewing, hair dressing and catering. Non-formal education provides the learners with particular skills, trades and discipline. The various skills acquisition and apprenticeship programmes are examples of non-formal technical education.

As one of the oldest and universal approach to skill acquisition, various governments and employers of labour have used the apprenticeship system as a reliable and effective model for non-formal occupational education. Such programmes in Nigeria included the National Directorate of Employment (NDE), skill acquisition programme, school-to-land and other vocational training and job-improvement programme. Skills taught in such vocational training centres include masonry, sewing, weaving, dyeing, shoe-making, carpentry, painting, and plumbing, among others.

From the foregoing, four characteristics associated with non-formal vocational education can be identified. They are;

i   Relevance to the needs of disadvantaged groups: Nigeria is currently in dire need of reducing poverty and enhancing productivity for national growth. To this end, non-formal vocational education must be able assist the rural and semi-urban poor, the vulnerable and school dropouts to earn a living and pull out of extreme poverty.

ii   A focus on clearly defined purpose: Every human endeavour has a purpose or reason for embarking on it. Similarly, no-formal vocational education must have a clearly defined purpose which is poverty alleviation, self-esteem or self-worth actualized through dignity of labour, self-reliance and national productivity.

iii   Flexibility in organization and methods: This means that non-formal vocational education is not rigid in its mode of operation. Individuals can receive training during weekends and at their own pace without being coerced to receive training on a specific dates, time and location, as applicable to formal vocational and technical education.

iv   No fixed curriculum: Non-formal vocational education has no fixed curriculum that rigidly specifies what needs to be covered. Contents are usually tailored to the needs of the individual. No strict entry requirement.

Technical and Vocational Education and Training (TVET)

The National Policy on Education (FRN, 2013) in section 3 paragraph 48 explains that the expression 'Technical and Vocational Education and Training' is used to refer to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. It further stipulates that TVET shall cover Technical Colleges, Vocational Enterprise Institutions (VEIs) and National Vocational Qualifications Framework (NVQF).

Technical Colleges' curricular is structured in foundation and trade modules. Every Technical College shall establish and operate a production unit for on-the-job training of students and for commercial activities (FRN, 2013). Osuyi and Obanewa (2019) stated that in the technical colleges, youths acquire such skills as bricklaying, carpentering, painting, and motor vehicle repair; laboratory and pharmacy technicians, electrical/electronic technicians and skilled vocational nurses. The VEIs' are designed to educate students, especially those that did not make up to five credits in their senior secondary school, to think creatively and transform knowledge through technological processes into wealth in various vocational fields and craftsmanship. The VQF is a system for the development, classification and recognition of skills acquired by individuals irrespective of where and how the skill was acquired. It consists of six level of qualifications– Entry Level, Foundation, Operator, Technician, Technologist and Engineers.

In Nigeria, however, the training of technical personnel is yet to realize its full potential because non-formal vocational education seems to have been neglected for the formal which operates under a fixed curriculum.

Challenges Bedevilling TVET Implementation

Technical and vocational education is unable to impact positively to the Nigerian society yet. This is due to the numerous challenges that has bedevilled the sector (Eze, 2013). Reko and Maxwell (2016) observed that, despite the good intentions of successive Nigerian governments, TVET programmes is still fraught with a lot of challenges. In addition to the issue of neglect of the non-formal technical education sector, other challenges bedevilling TVET includes, but not restricted to:

- ***Inadequate Facilities in Public Vocational and Technical Institutions***

  Most technical education departments in Nigerian formal education do not have functional laboratories or workshop space, and where they exist, they are grossly inadequate. Some workshops only have items or equipment that were provided when the departments were first

established of which most of them are already obsolete or grounded. (Ojimba, 2012) The National Policy on Education (FRN, 2013) stated that every technical college shall establish and operate a production unit for on-the-job training and commercial activities to sustain college operation, as well as encourage cooperation with industries. Unfortunately, most technical colleges lack adequate facilities and functional workshops, not to talk of operating a production unit.

- *Faulty policy and Institutional Frameworks*
  Sometimes policies are formulated without providing the foundation for its implementation. For example, currently the National Board for Technical Education (NBTE) curriculum provides 20%:80% ratio for Theory and Practical in Trade Courses. This is quite commendable. But schemes for workshop practical are not available and the allocation of marks are completely left at the manipulating prowess of the Demonstrator. To make matters worse, qualified demonstrators are not even readily available.

- *Unique Nature of Vocational and Technical Education Curriculum*
  The low pace of industrialization and technological growth in Nigeria can also be attributed to the widening gap between science and technology as a result of the inability of technical education to adequately utilize scientific ideas to promote technology due to its fixed curriculum design. In most parts the policy implementation framework for TVET is through formal Education. The National Policy on Education (FRN, 2013) while explaining the role of government in implementing Vocational Enterprise Institutions(VEIs), states in part: "Institutions shall be formal…". Ojimba (2012) adjudged some part of TVET curricula to be too academic and overloaded with intellectual content in pure science and mathematics at the expense of basic engineering and technological skills. For example, students in technical classes in the technical colleges are made to offer Biology as a subject. What contribution will Biology make to a student of Motor Vehicle Mechanic Works?

The Place of Non-Formal Vocational Education in the Effective Implementation of TVET Programme in Nigeria
Some of the challenges militating against the effective implementation of TVET programme in Nigeria presently could be overcome if non-formal vocational education is rightly integrated into the implementation process. This is possible because non-formal vocational education is useful to TVET programme in the following ways,

i   Students' industrial work experience scheme: With most workshop facilities in public vocational and technical institutions established in the 70's and 80's becoming dilapidated and moribund, non-formal vocational facilities enables students acquire the necessary skills on emerging technologies through students industrial work experience scheme.

ii   Provision of training facilities: Corporate bodies and individuals providing non-formal vocational services, as part of their corporate social responsibility, can assist public vocational and technical institutions by providing modern training facilities for students practical, training and re-training of vocational teachers and the operation of a commercialized production hub as stipulated in the National policy on Education (FGN, 2013)

iii   Provision of school based workshop: This is a situation whereby individuals or corporate bodies are given opportunity to establish their workshop within the premises of vocational and technical colleges. The advantage of this collaboration is that it provides students the opportunity to have access to practical as is obtainable in modern industries in the area of technological innovations. More so, because it is fully commercial, the workshop will have funds to continue running as long as the collaboration exist.

iv   Training and re-training of vocational and technical teachers on emerging technologies: It is a known fact that most of the vocational and technical teachers currently teaching in our technical

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colleges were trained by teachers who were only exposed to the technologies of the70's and 80's and most of whom are retired. The implication is that most current vocational and technical teachers lacks the exposure to function in the 21st century industry in the area of emerging technologies. Non-formal vocational education comes handy to close the gap by training and re-training these teachers.

v   Participation of non-formal vocational service providers in appraising TVET curriculum: TVET curriculum will be strengthened to deliver on emerging technologies if the non-formal vocational service providers participates in appraising it. Through this means, current and modern industrial practices will be brought into the curriculum for the benefit of prospective be trainees.

vi   Propagating the importance of TVET programme to the populace: In an effort to reduce unemployment and create national wealth, the government introduced the TVET programme. However, most Nigerian citizens still find it difficult to embrace TVET due to poor publicity, poor public perception of TVET and archaic mode of operation in public TVET institutions and facilities. Non-formal vocational industry will help to propagate the importance of TVET to the Nigerian populace through its modern technology driven productions and services.

vii   Employment of TVET graduates: Having been adequately trained and exposed to emerging technologies as a result of the collaboration with non-formal vocational industries, graduates from TVET institutions will readily find employment and operate maximally in the modern workplace.

Conclusion

From the reviewed literature, to say that the TVET programme is a laudable initiative for employment generation, poverty reduction, national development and self-actualization is stating the obvious. However, it is yet to yield the desired because our formal vocational and technical institutions lack adequate facility and competent teachers in the area of emerging technologies. In the view of the researchers. Non-formal vocational industry deploys modern and adequate facility for its operations. If revisited by the Government, non-formal vocational education will prove to be an effective means of implementing the TVET programme as it provide modern facilities for students practical, training and re-training of vocational and technical teachers, poverty alleviation and national productivity.

Recommendations

From the foregoing, to meet the national objectives of employment generation, poverty reduction, national development and self-reliance through effective implementation of the TVET policy through the non-formal vocational education, the following recommendations are made:

1.   Government should revisit the policy on vocational education and integrate non-formal vocational education as a main driver of the TVET programme by reactivating moribund trade and handicraft centres and establishing new ones.

2.   Government should create room for establishing school based workshop by providing space within the premises of public vocational and technical institutions where students and vocational teachers will have access to practical and training and re-training respectively, based on innovations and emerging technologies..

3.   In the absence of Government owned production centres, Government institutions should be linked with non-formal vocational centres for the purpose of conducting practical. To achieve this, Government should put it forward as a pre-condition for granting operational license to such centres - to make their facilities available for students to have practical and for vocational teachers to be trained and re-trained.

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POLITICS OF SUCCESSION PLAN ON THE MANAGEMENT OF AHMADU BELLO UNIVERSITY, ZARIA – NIGERIA

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Abstract
This study was carried out to examine the politics of succession plan on the management of Ahmadu Bello University, Zaria – Nigeria. Two objectives and two research questions were formulated to guide the study. The objectives are to identify factors of successors at Ahmadu Bello University, Zaria – Nigeria and determine respondent's opinion on the appointment of external successors at Ahmadu Bello University, Zaria. The research questions and significance of the study were in line with the objectives. The researcher used the case study design because of its qualitative nature. The target population of the study consists of 267 respondents from the level of heads of department up to vice chancellor, and non-probability sampling techniques were employed. The selection of respondents was based on conveniences in line with the recommendation of Crouch and Mckenzie (2006), who proposed that less than 20 participants in qualitative research help a researcher build and maintain a close relationship and thus improve an open and frank exchange of information. The sample size used was 20 respondents, where the data saturation was achieved at 17 respondents. The researcher used an interview method to generate data. Both content validity and reliability were determined according to the procedures of qualitative research. The researcher used thematic content analysis and Nvivo 14 software to analyze the generated data. The results revealed that the respondents perceived that competency, academic experience, and leadership capacity were the factors in the successor's identification and respondents have rejected an external successor, and recommended internal successor because of his familiarity with environmental culture, politics, and the university climate. Based on the findings, it was recommended that, other factors of successors identification such as personal capacity, proven integrity, track record,

wisdom and human relations and external successors with enormous experience may be useful rather than utilizing people within who may have very limited, narrow and shallow administrative skills.
Keywords: *Politics, Succession, Plan, Challenges*

Introduction
As universities move through various stages of their life cycle and build growth strategies to deal with and adapt to changing environments, the issue of politics in succession plan becomes critical, while the dynamics may differ between one university and another. There is a need for succession plan strategies that essentially look ahead and plan appropriately to ensure continuity and the right kind of leadership in the university, both at the entry level and the higher level.

The importance of good succession plan is accepted by all because of the benefits of building a long-term strategy for succession. Succession planning is a long-term preparation process for developing replacements for key positions to ensure continued leadership in universities. Succession planning simply refers to the replacement of leaders (vacant positions) through scientific processes. Scientific selection of successors is a quality that successors ought to possess to enable them to handle positions and perform their constitutional responsibilities diligently, intelligently, and excellently. These qualities include administrative ability, mental skills, communication skills, social skills, maturity, motivational skills, and leading by example (Jumare, 2020). The identified key positions (vacancies) need to be filled with experienced, developed, and skilled talent (successors) for better service delivery. Succession planning helps ensure university continuity and high performance, particularly during times of shifting leadership and change. Even when there are no identifiable successors within a university, succession planning can help identify the knowledge, skills, and training needed for future qualified successors. Succession planning is an attempt to plan for the future needs of a university caused by retirement, death, serious illness, promotion, suspension, secondment, leave, and any approved assignment by the government.

Succession planning was first identified by the French pioneer of management history, Henri Fayol (1841-1925). In 1916, Henri published the book Administration Industrielle et Generale, in which he developed 14 principles related to administration. Henri states that the management of an organization has a responsibility to ensure the long-term stability of the workforce (succession planning strategies) and if that stability is threatened, then important positions in the organization will be filled by unprepared workers. Furthermore, Henri (1918) states that the strength of an organization depends on its employees and that when workers become more skilled and ready, the organization will reap the benefits. According to Fayol (1918), the strength of an organisation lies within its people, and when people become more skilled and prepared the organisation benefits (Rothwell, 2015).

The researcher also perceived that part of the major challenges bedeviled by succession planning implementation at Ahmadu Bello University Zaria may include talent (successor) identification, which is one of the most crucial aspects for organizational success. University management should identify the most talented workforce by analyzing employees' performance and potential. Moreover, it has been noticed and observed by the researcher and prominent public leaders how corruption practices have penetrated the university leadership circle in the sense that some talents use their resources to lure for any critical office, irrespective of the consequences that may follow or come after. Corruption paralysis plays a very significant role in identifying and including successors in the university's circle of leadership.

In the absence of qualified talents within the university, external talents may be hired to handle critical positions that seem disastrous in the process of achieving university goals. Appointments of external successors were considerably more valuable to university leadership. In support of this, Sara (2015)

opined that leadership transitions may take up to a year, especially for external successors in senior roles. Conversely, discontinuity of leadership, i.e., hiring leaders or successors outside, affects the smooth running of the university system's affairs. In line with the above claim, Danielle (2017) found that;

1.   64% of external successors will not succeed in their leadership.
2.   40% of external successors will derail within the first 18 months.
3.   As many as 70% of external successors leave their position within 2 years.

The secret behind these pitfall failures is that the environmental climate will not give room for stable working conditions because of not being familiar with the environment by externally hired leaders, poor relationships, failure to develop their team, inability to work through uncertainty, failure to network, inability to navigate organizational politics, inability to give up reputation as a technical expert, and inability to adapt to the environment (Danielle, 2017). It may be claimed that a lack of understanding of the environment itself, poor relationships, and the inability to adapt to the environment originated from negative leadership.

With these few challenges in mind, university management should proactively plan and incorporate the application of succession planning strategies into their daily operations. In this regard, succession planning can be an important way to identify talents who have the current skills or the potential to develop skills that can help universities fill openings and assure continuity in university leadership and beyond.

Objectives of the Study
The specific objectives of this study are as follows:
1.   Identify the factors of successors at Ahmadu Bello University, Zaria - Nigeria.
2.   Determine respondent's opinion on the appointment of external successors at Ahmadu Bello University, Zaria - Nigeria.

Research Questions
The research sought to answer the following questions:
1.   What factors do university management consider for successor identification at Ahmadu Bello University, Zaria - Nigeria?
2.   What is the respondent's opinion on the appointment of external successors at Ahmadu Bello University, Zaria - Nigeria?

Methodology
The researcher used case study design method. For a case study to be considered as a qualitative study, the researcher must be interested in the meaning of experiences to the subjects themselves, rather than in generalizing results to other groups of people. Case studies, one of the most common qualitative designs, are used to examine a person, group, community or institution. To conduct the case study, the researcher may draw upon multiple sources of data, such as observation, interviews and documents. All participants chosen must share a unifying factor, which means they all must have a direct or indirect connection to the research question or subject being studied (Lissie, 2021).

The target population of the study consists of 267 respondents which include: Vice Chancellor, 2 Deputy Vice Chancellors, Registrar, 2 Deputy Registrars, 2 Directors, 2 Deputy Directors, 2 Deans, 2 Deputy Deans, and 2 Heads of Departments, respectively. Non-probability sampling techniques were employed. The selection of respondents was based on conveniences in line with the recommendation of Crouch and Mckenzie (2006), who proposed that less than 20 participants in qualitative research help a researcher build and maintain a close relationship and thus improve an open and frank exchange of information. The sample size used was 17 respondents, where data saturation was achieved. The researcher used an interview method to generate data. Both content validity and reliability were determined according to the

procedures of qualitative research. The researcher administered interview questions to the participants using a mobile phone to record their responses. The essence of using a mobile phone as recorder in qualitative research is to avoid unnecessary interference with row data collection so as to minimize the researcher's bias and allow for first-hand information. The interview was conducted in English as a medium of communication in Nigerian universities. However, the interview was only conducted with the respondents that were actually indicated in the study to avoid the repercussions of extraneous variables. The researcher adopted the interview approach because it gives the most direct and straightforward approach to gathering detailed and rich data regarding a particular phenomenon. The researcher used thematic content analysis and Nvivo 14 software to analyze the generated data.

Results

1. **What factors does university management consider for a successor's identification at Ahmadu Bello University, Zaria - Nigeria?**

The second research question of the study was aimed at determining the application of succession planning strategies to the methods of identifying successors in the management of Ahmadu Bello University, Zaria. The question was formulated as a line-specific variable of the research objective as well as the research question. The results are shown in Figure 3 below:

Figure 1: Nvivo 14 Cloud of thematic Content Analysis of Research Question 2: What Factors do University Managements Consider for Successor's Identification in Ahmadu Bello University, Zaria - Nigeria?

Source: Field Work (2023)

Figure 1 shows the Nvivo results analysis. The analysis includes words such as competency, experience, and commitment. The majority (11) of respondents was in agreement that competency and other factors are the main criterion of successors' identification at Ahmadu Bello University Zaria. This is indicated by the respondents as they describe, viz., competency matters all. In fact, competency is the most important thing (R10); competency plays the key role in deciding who becomes what among those that were monitored (R5); among the factors of successors identification are competency, commitment, and zeal to excel (R7); competency, experience, punctuality, respect for elders, and commitment (R8); A.B.U. Zaria considers the application of competency, qualification, experience, and track records in the identification of their talents (R1); and competency, honesty, punctuality, moral, and financial discipline are among the factors of identification (9).

To further justify the application of competency and other factors, the result shows that there is no activity that has been streamlined to observe academic interns' quality for leadership. The process here is more or less democratic. Competency matters because, even though it is democratic and consensus-based

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(R4), competency matters a lot if there is competency alone (17). Factors of successor identification include competency, vision, and mission of the university (R13), passion, competency, and understanding of the mission and vision of the university (R12), and competency, patient, commitment, intelligence, manner, ability, initiation, innovation, and a broader vision (R16).

In another version, four respondents' academic experience and job training were described as follows: in academics, if you don't write, you perish totally; you have to write before you grow along the ladder, though you will be monitored by the senior ones (R3); most of our experience in academic environments is on-the-job training (R6); personal capacity, proven integrity, and track record are the factors of identification (R14); knowledge, wisdom, and human relations are the factors of consideration (R15); and dedication (R6).

Contrary to the above factors mentioned by the respondents, two respondents viewed it in terms of politics; the positions are mostly political (R11), and the factors of successor identification include dedication, consultation, and nomination (R6).

> *Ahmadu Bello University, Zaria identified her successors through many factors, including competency, as it plays a key role in deciding who becomes what among those that were monitored, zeal to excel, academic experience such as job training and publications, and leadership capacity such as punctuality, dedication, commitment, personal capacity, proven integrity, track record, knowledge, wisdom, and human relations.*

2. **Through What Ways Should External Successors Be Appointed to Lead at Ahmadu Bello University, Zaria, Nigeria?**

The fifth research question of the study was aimed at determining the application of recruiting external successors to lead Ahmadu Bello University, Zaria. Three sub-questions were formulated as line-specific variables of the research objective as well as the research question. The results are shown in Figure 2 below:

Figure 2: Nvivo 14 Cloud of thematic Content Analysis of Research Question 5: Through What Ways Should External Successors Be Recruited to Lead at Ahmadu Bello University, Zaria – Nigeria?

Source: Field Work (2023)

Figure 2 reveals the Nvivo results analysis. The analysis includes words such as rejected, recommended, and external. 12 respondents were in disagreement and did not recommend the provision of external successors in any position at Ahmadu Bello University Zaria. This is indicated by the respondents, as

they describe how recruiting external successors may easily be derailed because he does not know where it leaks or when it falls into the hands of the wrong people. Therefore, an external successor is not recommended (R1). I don't recommend external successors. When we have quality at home, we don't need anybody (R2); I do not recommend an external successor because they do not know the system and that consumes a lot of time (R8); he is not recommended because he is not aware of the university community (R16); and no. Preparedly, somebody within will have more experience. An external successor may not know anything (R11).

The further respondents support for rejecting recruiting external successors (R4) comments that, due to some peculiarities, an external successor finds it difficult to operate, and he will devote most of his time trying to understand trends first. So I don't encourage or would not want to recommend or suggest somebody from outside can lead. In addition to this, Not recommended because an external successor is always problematic because they don't know the culture and they don't know the right person to meet when there is a problem (R3). The person coming from outside will have to understand the workings of the system and the politics of the organisation, and that will take him some time (R7). Someone coming from outside may be very good, but what does he know about working in ABU (R10)? It is better if we bring an internal successor, but in the absence of the right person, an external successor can come (R12). An internal successor is better because he has knowledge of the place, unlike an external successor (R15), and no, I don't recommend external successors; I don't because an external succession will become a mess (R17).

In a different opinion, a few respondents recommended recruiting external successors in certain positions, while others recommended doing so in situations where the internal successors lack administration and leadership capacity, as an external somebody who comes inside will find it very difficult to lead. The only recommended positions for external candidates are auditor and chief security officer (R5). In a similar opinion but in a different version, an external perspective with enormous experience may be useful when things are going wrong for a very long time, rather than utilising people that are within who may have very limited and shallow administrative skills (R14).

I don't think there is anything wrong with that since it is provided in the university rules (R6): whether you come from within or outside, if you have the zeal to work, if you have the fear of your creator, you do it (R9), and it depends. They can if they are able to be guided by the existing structures put in place (R13).

Based on the above, the answer to the research questions is as follows:
> *The appointment of external successors has been rejected by the respondents because he may be derailed easily, fall into the wrong hands as a result of his unfamiliarity with the university climate, culture, and politics, and waste most of his time trying to understand the university settings.*

Summary of Major Findings
Based on the analysis presented above, the summary of the major findings is:
1. The application of competency, academic experience and leadership capacity were the factors in the successor's identification at Ahmadu Bello University, Zaria.
2. Respondents have rejected an external successors and recommended internal successors because of their familiarity with environmental culture, politics, and the university climate.

Discussion of Findings
The study of the application of succession planning strategies to the management of Ahmadu Bello University, Zaria – Nigeria, was investigated to understand the complex level at which succession planning was practiced in the study area. Five specific objectives and five research questions were

formulated to guide the study. The result reveals that some respondents had the same responses, some had slightly similar responses, and others had entirely different responses to the research questions, respectively.

From figure 1, research question 1 shows that the majority of respondents were in agreement that competency and other factors are the main criterion of successors' identification at Ahmadu Bello University Zaria. In fact, this is the most important thing that plays a key role in deciding who becomes what among those who were monitored or mentored. Apart from competency, so many other factors are found to be considered for a successor's identification, such as commitment and zeal to excel, experience, punctuality, respect for elders, and commitment. This is in conformity with the recommendations of Ahmad, Ming, and Sapry (2020) that identified positions need to be filled with experienced, developed, and skilled talents. It is also found that qualifications, experience, track records, honesty, punctuality, morals, and financial disciplines are among the factors that contribute to a successor's identification. To further justify the application of competency, it is a key ingredient in the identification of successors, even though it is democratic and consensus-based. It is also found that the vision and mission of the university, job passion, patience, commitment, intelligence, manner, ability, initiation, innovation, and broader vision are considered in the identification of successors at Ahmadu Bello University Zaria. In another version, it is found that some respondents affirm academic experience because, in academics, if you don't write, you perish totally. You have to write before you grow along the ladder, though you will be monitored by the senior ones. Personal capacity, proven integrity and track record, knowledge, wisdom, human relations, and dedication are the factors of consideration. Contrary to the above factors mentioned earlier, it was also found that politics is a very strong factor among a pool of competencies, and otherwise, it does not reach the election stage, which is why it is called consultation and nomination. This confirms the opinion of Lailawati and Salleh (2017) that the cyclical steps enable a suitable leader to be elected based on organisational needs rather than simply choosing a leader due to his or her capabilities.

From figure 2 research question 2, it was revealed that the majority of the respondents were in disagreement, rejected, and did not recommend the provision of external successors in any position at Ahmadu Bello University Zaria. Some of their reasons are that recruiting external successors may easily be derailed because he does not know where it leaks and may fall into the wrong hands. The above finding was supported by the findings of Danielle (2017), who found that 40% of external successors will derail within the first 18 months, and Sara (2015), who opined that hiring leaders from outside affects the smooth running of the affairs of our university system. It was also found that externally hired successors because they did not know the system, and that consumes a lot of time. Furthermore, respondents supported rejecting recruiting external successors due to some peculiarities. An external successor finds it difficult to operate, and he will devote most of his time trying to understand the trend. It was also found that an external successor is always problematic because they don't know the culture, the politics of the organisation, and the uniqueness and challenges of the university, which leads them to mess up due to their unfamiliarity with the university climate and politics and may waste most of their time trying to understand the university settings. In a similar opinion, Danielle (2017) claims that the secret behind pitfall failure is that the environmental climate will not give room for stable working conditions as a result of not being familiar with the environment by externally hired leaders. In a different opinion, it reveals that few respondents recommended recruiting external successors in certain positions, such as auditor and chief security officer, and others recommended the provision of external successors in situations where the internal successors lack administration and leadership capacity. This finding is in line with Imhanrenialen's (2016) finding that there is a significant linear relationship between the appointment of non-family members as Chief Executive Officers as successors in family businesses in the absence of competent family members as CEOs and business continuity. In a similar opinion but in a different version, it was found that external perspectives with enormous experience may

be useful when things are going wrong for a very long time, rather than utilising people within who may have very limited and shallow administrative skills.

Conclusion
The politics of succession plan in the management of Ahmadu Bello University, Zaria – Nigeria, has proven that competency, as it plays a key role in deciding who becomes what among those that were monitored, zeal to excel, academic experience such as job training and publications, and leadership capacity such as punctuality, dedication, commitment, personal capacity, proven integrity and track record, knowledge, wisdom, and human relations. And secondly, recruitment of external successors has been rejected by the respondents because he may be derailed easily, fall into the wrong hands as a result of his unfamiliarity with university climate, culture, and politics, and waste most of his time trying to understand the university settings.

Recommendations
Based on the major findings and conclusions of this research, the researcher made the following recommendations:
1.   More priority needs to be given to the application of competency, academic experience, leadership capacity, personal capacity, proven integrity and track record, knowledge, wisdom and human relations.
2.   Appointment of an external successor with enormous experience may be useful when things are going wrong for a very long time, rather than utilizing people within who may have very limited and shallow administrative skills.

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RELATIONSHIP BETWEEN REGULAR PAYMENT OF SALARY AND STAFF DEVELOPMENT ON JOB PERFORMANCE

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Abstract

This study investigated "Relationship between regular payment of salary and staff development on Job Performance of Teachers in Secondary Schools in Kaduna State, Nigeria". The study had two objectives which are to; find out the relationship between payments of teachers' salaries on job Performances of teachers in secondary schools in Kaduna State, Nigeria; and to investigate the Relationship between staff development on Job performances of Teachers in Secondary Schools in Kaduna State, Nigeria. There were two research questions in line with the objectives and two null hypotheses postulated such as; there is no significant difference in the opinions of principals, teacher and School supervisors (Respondents) on regular payment of salary and staff development on job performances of teachers in Secondary Schools in Kaduna state. The hypotheses were tested at 0.05 significant levels. Related literatures on the topic were reviewed in this study. The researched was conducted using the descriptive survey research design. The population consisted of 124 principals, 2092 teachers and 76 supervisors making a total of 2292. To obtain the sample size for this research work, Kretie and Morgan statistical table was used. A sample of 109 principals, 858 teachers and 64 supervisors making a total of 1031 was purposively selected and used for the sample study. A questionnaire containing 20 items was deployed to collect data for the study using 5 Likert rating scale of strongly agree (SA), agree (A), Undecided (U), Disagree (D), and strongly Disagree (SD) was used for gathering data. The instrument was self structured questionnaire validated by my supervisors and experts in the department and pilot tested with reliability co-efficient of 0.92.The Pearson Product Moment Correlation Coefficient (PPMCC) statistic

was the statistic used, the two null hypotheses tested, were retained (accepted). The findings of the study revealed that, regular salary payment in the school enhances teachers' status; In-service training such as seminars, workshops and conferences help teachers to work in harmony with students in the school. From the findings: It was recommended that payment of salary should be made a priority from the Federal Government subvention and State generated revenue before considering any other project, training and retraining of teachers should be effectively carried out to help teachers to embraced current issues in educational development and their method of teaching in secondary schools in Kaduna State, Nigeria.

Introduction

The role of education as panacea for national development among nations cannot be overemphasized, this is because the development of every nation depends on their educational system and the resources committed to it, this very important role education plays can only be realized if education is relevant, of high quality, available, accessible, acceptable and adaptable with adequate funding and proper management. Aghenta (2001) cited in Oyekan (2012) argued that education is the most powerful and dynamic instrument for social, political, economic, scientific and technological development of nations meaning that nations of the world cannot be self-reliant or recognized among the committee of nations without functional and quality educational system. Literatures have shown that student learning outcome have been determined by such variables of family, school, society and motivational factors. In 1998 several countries came together and set out an agenda to develop their societies in the face of globalization, education was seen as a prime mover of the development agenda. Consequently the millennium development agenda recommended that at least 26% of the annual budgetary provision of developing countries be allocated to education. Nigeria a signatory to the development agenda has performed far less than desired in making adequate provision for Education. There is no budget in the recent history for education that has surpassed 7%. Secondary school education is an important level of Education; it is not only accepted as terminal qualification but an avenue for securing higher level of Education. Secondary Education has been observed to be a system of Education through which knowledge and skills for socio-economic development could be appropriately acquired. It is a popular saying that no Nation can rise above that level of its teachers. This implies that the present state of any nation is strictly dictated by the nature, type and quality of Education practiced. Managing human capital development which is vital to every nation is one of the most difficult tasks for effective and efficient quality Education delivery, thus calls for serious attention not only for secondary education but all levels of education. Conditions of service have a direct linked with teachers' performance. Fagbamiye (2000) noted that unhappy Employees are unlikely to a productive workforce. In the past, teachers were reduced to abject of pity through delay or unpaid salaries and other negative comments to the teachers. This has been responsible for teachers' low esteem. Edwin (2009) reported that how interesting an employee finds his job determine how satisfied the worker is with his job. The more interesting the work, the more contented the worker will be. He reported further that when individuals are well trained for the work they do, they find their job more interesting and they derived more pleasure and satisfaction from them. Employee training is vital in improving job performance in formal establishments. Some level of training is required for workers as they progress in their career or tasks, this is because, training enables employees to acquire new skills, knowledge and attitude that stimulates and accelerates them into higher job performance. Training builds in the employee positive attitude towards organizational goals. To achieve the full objective of employee training, the exercise must be timing and adequate, as well as adopt the right training techniques and procedures.

This is why the Government of Kaduna state having since realized the necessity and importance of secondary education, is said to have continues to invest in education in terms of human and material resources, despite this investment the situation report of education from 1985- till date by the state ministry of Education acknowledge that secondary education in public schools in the state is in a deplorable condition. Thus, the essence of this paper is to critically examined secondary school teachers

conditions of service (such as; regular payment of salaries and staff development) and their relationship o job performances in Kaduna state and proffers suggestions for better management practices in the economic areas such as to maximize performances and improve quality education not only in the state but all over the nation.

Conceptual framework
Salary
A fixed regular payment made usually on a monthly basis by an employer to an employee, especially a professional or white-collar worker. According to Vest (2002), pay is an important reward used in motivating the behavior of the employees although other factors may by important. This agreed with the opinion of Akinwunmi (2000),who believed that man is an economic being whose attitude to work can only be influenced by money, also Johnson(2013)observed that wages, job itself, career growth, advancement and management style influence both job satisfaction and performances in all types of formal organizations irrespective of size and structure. Employees are happy when their salaries are promptly and adequately pay, this will encourage them to put in their best. This agreed with the opinion by Fabiyi (2000) who found out that of all conditions of service, salary is the best predictor of teachers performances and productivity.

Staff development
This refers to skills and knowledge attained for both personal development and career advancement. It refers to the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performances of its employees and workers (Robbins, 2010). According to Bach and Supovitz (2003), training allows for employee's self development and actualization and could be a vital instrument for human capital development across the world. Staff development in education has come to be viewed as indispensable if the goals of the organization are to be realized and the need dispositions of the employees are to be met. According to studies from management consultants the largest single factor driving job satisfaction is the opportunity for growth and career development (Bathurst, 2007).

Job Performances*:* Organizations are generally set up in order to achieve organization goals, the achievement of these goals depends on the employees performances. Employee performance refers to task accomplished by individual employee (Nelson & Quick, 2000). It is how well a worker accomplishes a given task in an organization (Obadan & Uga, 2000, Hose, 2011) as measure against honest, quality, transparent, fair and adequate standards of satisfaction.

Job Performance of Teachers in Kaduna State
Job performance refers to task accomplished by individual employee. It is how well a worker accomplishes a given task in an organization (Obadan & Uga, 2000; Hose, 2011) as measure against honest, quality, transparent, fair and adequate standards of satisfaction. It is the total effect of workers output as defined by traits, training, staff development, role perception, abilities and other conditions of service (Kirkpatrick, 2006) Employee performance is a core concept within work and organizational psychology. It is a multidimensional and dynamic concept. Employee performance is a term typical to Human Resources; it is everything about performance of employee in an organization, the level at which employees perform their work. It comprises the job related activities expected of a worker and how well those activities are executed. According to Dessler (2008), performance management is a process that consolidates goal setting, performance appraisal, and development into a single, common system, the aim of which is to ensure that the job Performance is supporting the company's strategic aims. Employee performance is an individual measurable behavior which is relevant for organizational goal achievement. Highly performing individuals will be able to assist organization to achieve its strategic aims thus sustaining the organization competitive advantage (Dessler, 2011) Performances comprises of both behavioral and the outcome aspect.

Statement of the Problem
In Kaduna state, as it is with most states of the federation, the Education sector, which is responsible for imparting useful knowledge that will propel socio-economic development and modernization, is in worrisome state, with the quality of Education dwindling ad infinitum. Some of the factors perceived to be responsible for this includes; irregular payment of salaries and allowances, inadequate teachers training and retraining, (Newswatchngr.com 28/09/2011).Reward system is one of the oldest means of improving workers performance across the world. It is a vital requirement for getting maximum performance from employees. A good reward system is not based on favoritisms or year of service but on established rules that praised and effectively remunerate workers who have done exceedingly well in their various or collective tasks. Rewards that stimulate workers into higher performance could be in form of money, such as – merit salary, prizes, bonuses, profit sharing and wage incentives. Quick (2000) observed that wages or rewards are major determinant of employees' performance. It is one of the oldest means of getting maximum performance from workers in all human organization, this is because; wages enable workers to satisfy their physiological need, these set of needs could be met through regular and good remuneration, because pay levels in education unlike in the business world are relatively standards set by their employers. Employee training is vital in improving job performance in formal establishments. Similarly, some level of training is required for workers as they progress in their career or tasks, this is because, training enables employees to acquire new skills, knowledge and attitude that stimulates and accelerates them into higher job performance. Bach and Supovitz (2003) argued that coaching gives room for the employee self-development and actualization in workplace, coaching, counseling and mentoring are most productive and sustainable management strategy for stimulating and maintaining workers performance and their long-term service in industrial organizations. Bratton and Gold (2009) define them as that part of the total reward package provided to employees in addition to base or performance pay. Kaduna State popularly known as the center of learning is among the states in the federation said to be implementing the UNESCO recommendation of devoting 26% of its annual budget to the education sector (Newswatchngr.com 2011),despite this, the current state of education in most public schools is lamentable. Mohammed U, (newswatchngr.com 2012) observed that considering the situation on ground, even if the state devotes its entire annual budget for the next ten years on the education sector alone, the state may not yet get it right. That during the 2010 West African Examination (WAEC) Kaduna State's performance was put at about 4%. Similarly an educationist -Jonathan,(2011) listed factors that will bring transformation in the sector in the state to includes quality teacher education, teacher training and retraining, improve teachers working conditions etc. From the foregoing, it is clear that something is wrong to the overall education system in Kaduna state not only on the students' attitude to learning but also the teachers as it relates to their conditions of service, resulting to neglect of responsibilities and consequently systemic collapse.

The study therefore seeks to investigate whether there is any relationship existing between; payment of teachers' salaries and staff development on job performances of teachers in secondary schools in Kaduna State, Nigeria.

Objectives of the Study
The following objectives of the study were formulated, to;
1. Determine the relationship between prompt payments of salary on job performances of teachers in Secondary Schools in Kaduna State; and
2. Assess the relationship between staff development on job performances of teachers in secondary Schools in Kaduna State.

Research Questions
The following research questions were asked for the study;

1.   What relationship has regular payment of salary on job performances of teachers in secondary schools in Kaduna State?
2.   How does staff development relates with job performances of teachers in secondary schools in Kaduna State?

Hypotheses Testing
The following null hypotheses were postulated for the study;-
1.   there is no significant difference in the opinions of principals, teachers and school supervisors on the relationship between salary payments on job performances of teachers in secondary schools in Kaduna State; and,
2.   there is no significant difference in the opinions of principals, teachers and school supervisors on the relationship between staff development on job performances of teachers in secondary schools in Kaduna State

Methodology
The study adopted descriptive survey design. The population of this study comprises of all Secondary Schools Teachers, Supervisors and Principals within the twelve Educational zones of Kaduna State which includes Birningwari, Anchau, Giwa, Zaria, Lere, Rigachukwu, Sabon Tasha, Godogodo, Kachia, Kafanchan and Zonkwa made up of 543 principals; 434 supervisors and 9362 teachers. Four Eductional Zones were stratified randomly to represents each constituency and they includes Giwa; Kachia; Rigachukwu and Sabon Tasha. The population of the four Zones includes 124 principals, 76 supervisors and 2092 teachers. Kretie and Morgan (1970) table was used for the sampling, where 109 principals, 64 supervisors and 858 teachers were used. The research instrument used for this study was self designed questionnaire with five likert scale which was collapsed into Agree, Undecided and Disagree. The instrument was validated by an expert and pilot study was carried out with reliability coefficient of 0.92. The data was processed using the Statistical Package for Social Science (SPSS) to obtain means and standard deviation which were used for descriptive analysis. The researcher employed Pearson Product Moment Correlation Coefficient (PPMCC) statistical method for the analysis and for testing the null hypotheses.

Opinions of the Respondents on the Payment of Salary on Job Performance of Teachers in Secondary Schools in Kaduna State, Nigeria
Respondents' opinions were tabulated in form of frequencies and percentages as items 1 -10 in the questionnaire on payment of salary on job performance of teachers in secondary schools in Kaduna State, Nigeria. Responses of all respondents were collected, analyzed, presented in a table and discussed. Table 8 gives the details.

Table 1: Opinions of Respondents on Relationship between payments of Salary on Job Performance of Teachers in Secondary Schools in Kaduna State, Nigeria

S/N	Items Statement	Respondents	SA		A		UD		D		SD	
			F	%	F	%	F	%	F	%	F	%
1	Teachers job performances in this School is improved when Salaries are paid prompt	Principals	98	90	11	10	0	0.0	0	0.0	0	0.0
		Teachers	378	44	186	21.7	88	4.4	186	21.7	75	8.7
		Supervisors	64	100	0	0.0	0	0.0	0	0.0	0	0.0
2	Delay in Salary payment in this	Principals	22	20.0	33	30	55	50	0	0.0	0	0.0
		Teachers	615	71.7	243	28.3	0	0.0	0	0.0	0	0.0

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No	Statement	Respondents	F	%	F	%	F	%	F	%	F	%
	School affects teachers transportation to School	Supervisors	53	83.3	11	16.7	0	0.0	0	0.0	0	0.0
3	Teachers attend classes regularly whenever their salaries are promptly paid	Principals	55	50.0	22	20.0	0	0.0	0	0.2	33	30.0
		Teachers	634	73.9	224	26.1	0	0.0	0	0.0	0	0.0
		Supervisors	64	100.0	0	0,0	0	0.0	0	0.0	0	0.0
4	Teachers' regular Salary increase in this School reduces late-coming to School	Principals	22	20.0	0	0.0	44	40.0	22	20.0	22	20.0
		Teachers	37	4.3	75	8.7	149	17.4	459	53.5	138	16.1
		Supervisors	0	0.0	0	0.0	0	0.0	36	56.7	28	43.3
5	Prompt salary payment enhances rent payment of teachers in this School, thus reduces distraction on school works.	Principals	0	0.0	65	60.0	22	20.0	22	20.0	0	0.0
		Teachers	518	60.4	209	24.3	75	8.7	37	4.3	19	2.2
		Supervisors	45	90.0	19	30.0	0	0.0	0	0.0	0	0.0
6	Prompt Salary payment enables teachers to settle children school fees and pay more attention to skilful teaching in this School.	PrincipalS	33	30.0	22	20.0	11	10.0	44	40.0	0	0.0
		Teachers	19	2.2	86	10.0	19	2.2	82	9.6	653	76.1
		Supervisors	0	0.0	0	0.0	11	16.9	82	50.0	21	33.3
7	Regular Salary payment in this School enhances teachers status thus boost their Performances	Principals	0	0.0	56	50.0	0	0.0	22	20.0	33	30.0
		Teachers	64	7.4	49	5.7	75	8.7	299	34.8	373	43.5
		Supervisors	0	0.0	0	0.0	0	0.0	21	33.3	43	66.7
8	Prompt salary payment in this School gives teachers a sense of recognition and spur them to manage the school facilities better	Principals	33	30.0	22	20.0	22	20.0	22	20.0	11	10.0
		Teachers	37	4.3	112	13.0	142	16.5	377	43.9	191	22.3
		Supervisors	0	0.0	0	0.0	26	40.0	19	30.0	19	30.0

S/N	Item	Respondents	F	%	F	%	F	%	F	%	F	%
9	Prompt Salary payment in this School gives teachers sense of security, thus spur them to manage the school fund better	Principals	11	10.0	11	10.0	22	20.0	44	40.0	22	26.0
		Teachers	75	8.7	138	16.1	123	14.3	186	21.7	336	88.2
		Supervisors	0	0.0	0	0.0	0	0.0	0	0.0	64	100.0
10	Prompt salary payment in this School enables savings for a more planned and useful spending	Principals	22	20.0	0.	0.0	44	40.0	22	20.0	22	20.0
		Teachers	37	4.3	75	8.7	149	174	459	53.5	138	16.1
		Supervisors	0	0.0	0	0.0	0	0.0	36	56.7	28	43.3

Table 1: elicits information on the opinions of respondents on the Payment of Salary and Job Performance of Teachers in Secondary Schools in Kaduna State, Nigeria. It should be noted that the categories of respondents were teachers, principals and supervisors. Item one on the table which stated that teachers job performances in the school were improved whenever salaries were paid promptly had 51.48% of respondents strongly agreed, 18% agreed, 3.7% undecided, 18.52% strongly disagreed while the remaining of the respondents representing 7.41% disagreed with the statement. Going by the highest respondents the study agreed that the teachers' job performances in the schools were improved whenever Salaries were paid promptly thereby creating a platform for good management and administration of secondary schools in Kaduna state. Also on item two and five majority of the respondents strongly agreed that delay in salary payment in secondary schools would affect teachers transportation to schools with frequency of 200, 160 and 75, 71 respondents representing 67.41%, 59.26% and 27.04%, 26.29% respectively while only 1.85% of the respondents in item three were undecided but in item five 124.44% and 52.2% strongly disagreed and disagreed with the statement respectively. In item three, four, six to ten which solicited for the respondents' opinions on theteachers' attendance to classes regularly. It shows that whenever their salaries were promptly paid, prompt salary payment enhanced meeting personal and family needs of teachers in the schools, thus reduces distraction on school works, regular salary payment in the schools enhanced teachers status thus boost their Performances, Prompt salary payment in the schools would give teachers a sense of recognition and spur them to manage the school facilities better, Prompt Salary payment in Schools would give teachers sense of security, thus spurred them to manage the school fund better and Prompt salary payment would enable them some savings for a more planned and useful spending revealed that majority of the respondents strongly disagreed and disagreed with the stated view as shown. This is seen as 140(52.59%), 41(15.18%), 92(34.07), 112(41.48%), 54(20.00%), and 34(12.59%) strongly disagreed and 52 (19.26%), 185(68.52%), 123(45.56%), 61(22.59%), 122(45.19%) and 191(70.74%) disagreed.

Opinions of Respondents on Relationship between Staff Development on Job Performances of teachers in Secondary Schools in Kaduna State
The Research Question relates to items 1 -10 in the questionnaire on staff development and job performances of teachers in secondary schools in Kaduna State. To answer the research question, responses of all respondents were collected, analyzed, presented in a table one and discussed. Table 1 gives the details.

Table 2: Opinion of Respondents on Relationship between Staff Development on Job Performances of Teachers' in Secondary Schools in Kaduna State

S/N	Items Statement	Respondents	SA		A		UD		D		SD	
			F	%	F	%	F	%	F	%	F	%
1	Training and retraining of teachers in this School increase their method of teaching	Principals	44	40.0	33	30.0	22	20.0	11	10.0	0	0.0
		Teachers	694	80.9	164	19.1	0	0.0	0	0.0	0	0.0
		Supervisors	36	56.7	28	43.3	0	0.0	0	0.0	0	0.0
2	In-service training help teachers to work in harmony with students In this school	Principals	33	30.3	11	10.0	44	40.0	11	10.0	11	10.0
		Teachers	650	75.7	209	24.3	0	0.0	0	0.0	0	0.0
		Supervisors	34	53.3	30	46.7	0	0.0	0	0.0	0	0.0
3	Conference attendance improve teachers teaching skills in this School	Principals	44	40.0	33	30.0	0	0.0	22	20.0	11	10.0
		Teachers	709	82.6	149	17.4	0	0.0	0	0.0	0	0.0
		Supervisors	21	83.3	36	56.7	6	10.0	0	0.0	0	0.0
4	On the job training in this School help teachers to embraced current issues in educational development	Principals	22	20.0	22	20.0	0	0.0	44	40.0	22	20.0
		Teachers	0	0.0	11	1.3	19	2.2	634	739	194	22.6
		Supervisors	0	0.0	4	6.6	11	16.7	43	66.7	6	10.0
5	Refreshers training in this School help teachers improve in skilful teaching	Principals	0	0.0	22	20.0	55	50.0	11	10.0	22	20.0
		Teachers	19	2.2	19	2.2	690	80.4	94	10.9	37	4.3
		Supervisors	0	0.0	11	16.7	21	33.3	32	50.0	0	0.0
6	Mentoring upgrade teachers to handle supervisory roles in this School	Principals	33	30.0	0	0.0	33	30.0	44	40.0	0	0.0
		Teachers	422	49.2	175	20.4	37	4.3	149	17.4	75	8.7
		Supervisors	58	90.0	6	10.0	0	0.0	0	0.0	0	0.0
7	Induction training in this School enable teachers to handle discipline	Principals	22	20.0	22	20.0	33	30.0	22	20.0	11	10.0
		Teachers	381	44.4	373	43.5	11	1.3	37	4.3	56	6.5
		Supervisors	26	40.0	19	30	4	6.7	4	6.7	11	16.6

No	Item	Respondents	f	%	f	%	f	%	f	%	f	%
	cases according to School rules											
8	With regular workshop in this School, teachers are acquainted with theobjectives, rules and school procedures	Principals	22	20.0	33	30.0	22	20.0	11	10.0	22	20.0
		Teachers	539	62.8	319	37.2	0	0.0	0	0.0	0	0.0
		Supervisors	41	63.3	23	36.7	0	0.0	0	0.0	0	0.0
9	When teachers acquired higher degrees, students passes examination with good grades	Principals	11	10.0	33	30.0	0	0.0	44	40.0	22	20.0
		Teachers	149	1.4	112	13.0	186	21.7	150	17.5	261	30.4
		Supervisors	21	33.0	43	67.1	0	0.0	0	0.0	0	0.0
10	Seminars in this School enables teachers to adequately contributes in Curriculum formulation	Principals	11	10.0	22	20.0	22	20.0	55	50.0	0	0.0
		Teachers	75	8.7	37	4.3	19	2.2	335	34.1	392	45.7
		Supervisors	28	43.5	0	0.0	11	16.7	21	33.3	4	6.5

A study of table 2 showed that the respondents believed that staff development could help job performances of teachers in secondary schools in Kaduna State to achieve their educational goals. This is the belief of the majority of the respondents who strongly agreed that Training and retraining of teachers in the school increase their method of teaching, In-service training help teachers to work in harmony with students, in the school. Specifically, items 1, 2 and 3 had the highest percentage of response of 76.67%, 71.48 and 75.56% respectively which strongly agreed and believed that Conference attendance could improve teachers teaching skills in the school, on the job training of teachers could help teachers to embraced current issues in educational development. On the other hand respondents representing 0.3%, 0.7% and 1.4% strongly disagreed that mentoring would upgrade teachers to handle supervisory roles in the school. Furthermore item 5, 6 and 7 of respondents representing 71.48%, 87.77% and 98.89% respectively strongly agreed that Refreshers training in this School help teachers improve in skillful teaching, mentoring upgrade teachers to handle supervisory roles in the school. 23.70%, 12.96% and 1.11% of respondents strongly disagreed and disagreed to the views while 74.07%, 4.81% and 2.96% of the respondents were undecided. On the other hand item, 8, 9 and 10 showed that 92.96%, 42.96% and 83.33% of the respondents strongly agreed that induction training in the school enable teachers to handle disciplinary cases according to school rules, When teachers acquired higher degrees and seminar students are expected to pass examination with good grades and this would enable teachers to adequately contribute to curriculum formulation. Therefore, with regular attendance to workshop, teachers are expected to be acquainted with the objectives, rules and school procedures.

Hypotheses Testing
This section deals with hypotheses testing. The hypotheses were related to variables identified in the research objectives. The issues include; relationship existing between payment of teachers' salaries, and staff development, on job performances of teachers in secondary schools in Kaduna State, Nigeria. The two (2) hypotheses were tested at 0.05 level of significance Pearson Product Moment Correlation PPMC statistics.

Hypothesis 1
There is no significant relationship between the payments of salary on job performances of teachers in secondary schools in Kaduna State, Nigeria.

Table 3: Summary of the Pearson Product Moment Correlation PPMC Statistics on the Relationship between Prompt Payment of Salaries on Teacher's Job Performance in Secondary Schools in Kaduna State

Variables	N	Mean	S.D	R-cal	Df	Prob	R-critical
Teacher's job performance	1031	192.1998	14.86884	$.038^*$	1029	.000	.195
Regular Sal. Payment	1031	32.2561	6.09050				

Table 3 shows that the r-calculated .038* is less than the r-critical value .195 at 1029 degree of freedom and at 0.05 level of significance. The observed level of significance P .000 is less than 0.05. This means that there is no significant difference in the relationship between the payment of salary and job performances of teachers in secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

Hypothesis
There is no significant difference in the relationship between the staff development on job performances of teachers in secondary schools in Kaduna State, Nigeria.

Table 4: Summary of the Pearson Product Moment Correlation PPMC Statistics on the Relationship between Staff Development on Teacher's Job Performance in Secondary Schools in Kaduna State, Nigeria

Variables	N	Mean	S.D	R-cal	Df	Prob	R-critical
Teacher's job performance	1031	192.1998	14.86884	$.013^*$	1029	.000	.195
Staff Development	1031	39.4908	4.97544				

The result of the PPMC on table 16 revealed the r-calculated .013* is less than the r-critical value .195 at 1029 degree of freedom and at 0.05 level of significance. The observed level of significance P .000 is less than 0.05. This means that there is no significant difference in the relationship between staff development on teacher's job performance in secondary schools in Kaduna State, Nigeria. Therefore, the null hypothesis is retained.

Table 5: Summary of the Two Hypotheses Tested

S/N	Ho Statement	Statistical Tested Used	Result	Level of Sig.	Decision

1	There is no significant difference in the opinions of principals, teachers and school supervisors on the relationship between salary payment and job performances of teachers in Secondary Schools in Kaduna State.	Pearson Product Moment Correlation PPMC	R-calculated is .038*, while the r-critical is .195 at o.o5 level of significance	0.05	**H$_o$** was retained. This means there was no significant difference in the opinions of the respondents
2	There is no significant difference in the opinions of principals, teachers and school supervisors on the relationship between staff development and job performances of teachers in Secondary Schools in Kaduna State	Pearson Product Moment Correlation PPMC	R-calculated is .013*, while the r-critical is .195 at o.o5 level of significance	0.05	**H$_o$** was retained. This means there was no significant difference in the opinions of the respondents

Summary of Major Findings

The following are the major findings of the study. The findings show that:

1.   Regular salary payment in the school enhanced teachers status thus boost their performances and prompt salary payment in the school enabled teachers to save for a more planned and useful spending in secondary schools in Kaduna State;

2.   In-service training such as seminars, workshops and conferences helped teachers to work in harmony with students in the school;

Discussions on the Findings

This study aimed at investigating the responses of the respondents on Relationship between regular payment of salary and staff development on Job Performances of Teachers in Secondary Schools in Kaduna State, Nigeria. Its objectives were to assess the followings: relationship existing between payment of teachers' salaries and job performances of teachers, and relationship between staff development on job Performances of teachers, in secondary schools in Kaduna state, Nigeria.

To give general description of the respondents on the issues raised, simple percentage were used. The following are discussions arising from the major findings of the study. Table 8 elicits information on the opinions of respondents on the Payment of Salary on Job Performance of Teachers in Secondary Schools in Kaduna State, Nigeria. It should be noted that the categories of respondents are teachers, principals and supervisors.

Going by the highest percentage of respondents, the study shows that the teachers job performances in the school is improved when salaries are paid promptly thereby creating a platform for good management and administration of secondary schools in Kaduna state. Also on item two, three, four and five majority of the respondents strongly agreed that delay in the payment of salary in the school affects teachers transportation to school, prompt payment of salaries influence regular class attendance, similarly regular payment of salaries reduces late coming to school as it enhances rent payment thus reduces all forms of distractions to School work, effective implementation of condition of service will certainly assist towards achieving the desire goal of the organization. Non- implementation of the conditions of service by the employer often serves as a source of conflict with the employees. In items, six, seven to

ten, regular salary payment in the school enable teachers to settle their children school fees and pay more attention to skilful teaching in the school, enhances teachers status thus boost their Performances. However the respondents strongly disagreed that prompt salary payment in the school gives teachers a sense of recognition or spur them to manage the school facilities better, they also disagreed that prompt salaries payment enable savings for a more plan and useful spending.

The study of table 2 shows that the respondents believed that effective staff development could help job performances of teachers in secondary schools in Kaduna State to achieve their educational goals. This is the findings from the majority of the respondents who strongly agreed that Training and retraining of teachers in the schools increase their method of teaching, In-service training help teachers to work in harmony with students. Similarly items, 8, 9 and 10 showed that majority of the respondents strongly agreed that induction training in the schools enable teachers to handle discipline cases according to school rules, when teachers acquired higher degrees, students' passes examination with good grades, also seminars in the School enables teachers to adequately contribute in curriculum formulation. According to a study from management consultants the largest single factor driving job satisfaction is the opportunity for growth and career development Bathurst, 2007.Therefore, with regular workshop in the school, teachers are acquainted with the objectives, rules and school procedures with this necessary responsibility as the study revealed.

Conclusions
From the findings of the study it can be concluded that, prompt salary payment in the school enables teachers to save for a more planned and useful spending in secondary schools in Kaduna State;

There was effective in-service training such as seminars, workshops and conferences which enable the teachers to work in harmony with students in the school;

Recommendations
On the basis of the findings and conclusions of the study the following recommendations are made that:
1.	There should be regular salary payment by the government for teachers in secondary school that will enhanced their status, thus boost their performances. Also, prompt salary payment for teachers will enables them saves for a more planned and useful spending;
2.	Training and retraining of teachers should be effectively carried out to help teachers to embraced current issues in educational development and their method of teaching;

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EFFECTS OF IMPROVISED INSTRUCTIONAL MATERIALS ON THE PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS, KANO STATE, NIGERIA

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Abstract

This study investigated the effects of improvised instructional materials on the performance of social studies students in junior secondary schools in Kano State, Nigeria. The study was carried out with three objectives, which are to: determine the performance of student-taught social studies using improvised instructional materials and those taught without improvised instructional material (in junior secondary schools in Kano State); ascertain the effect of improvised instructional materials on the pre-test and post-test performance scores of social studies in the experimental group (in junior secondary schools in

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Kano State); and compare the effect of improvised instructional materials on the performance of male and female social studies(in junior secondary schools in Kano State). Also, three (3) corresponding research questions and three (3) null hypotheses were formulated for the study. The study adopted a quasi-experimental research design where pre- and post-tests were used and intact classes were involved. The population of the study comprised all 5439 JS II students offering social studies in Nassarawa Educational Zone, Kano State, where the male population was made up of 2855 and 2584 female students. A sample size of 200 JSII students was drawn using the purposive sampling technique, consisting of 120 males and 80 females. A structured social studies test with questions approved for junior secondary schools by NECO was used for data collection. The instrument consisted of 25 objective test items with three options. The demographic information of the respondents was analyzed using frequency and percentage, while the research questions were answered using mean, standard deviation, and standard error mean. Hypothesis 1 and 3 were analyzed using an independent sample t-test, while hypothesis 2 was analyzed using a paired sample t-test at a 0.05 alpha level of significance. Findings drawn from the study revealed that the performance of students taught with improvised instructional materials was significantly higher than that of those taught without improvised instructional materials. It can be concluded that the use of improvised instructional materials is a strategy for enhancing the performance of students in social studies. Thus, teachers of social studies can adopt this strategy to ensure they work towards improving performance in social studies. Recommendations were made, among others, that the Kano state government should encourage teachers' improvisation and usage of instructional materials in schools; Schools should be equipped to produce improvised instructional materials so that teachers may use them for effective instruction in junior secondary schools.

Introduction
Teaching at any level requires that students be exposed to some form of simulation. The ultimate purpose of effective teaching and learning is to bring about learning on the part of the learner, and the symbol of a learning outcome is a change in behavior that is consequential to experience (Akande, 2012). Ekwueme and Igwe (2011) asserted that it is the teacher's task to provide experiences that support, stimulate, and structure the student's learning to bring about a progression and understanding appropriate to the student's needs and abilities. It is therefore very important for the teacher to use teaching materials and aids to make teaching and learning simple, interesting, systematic, positively interactive, and motivating, especially in social studies. Ekpo (2014) aptly declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of effective learning and the intentions of the curriculum.

The effect of improvised instructional materials on promoting students' academic performance and teaching and learning in educational development is indisputable. The teaching of social studies in Nigerian secondary schools needs to be properly handled. It has been reported that the non-availability of materials in schools serves as a barrier to effective teaching. Osakwe and Itedjere (2018) noted that teaching materials in social studies mean anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more than one sense, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore, the teacher assists in overcoming physical difficulties that could have hindered his effective presentation of a given topic. Lane (2005), cited in Larson (2011), noted that the use of locally made instruction materials in social studies to duplicate the traditional face-to-face classroom has resulted in a shift from teacher- to student-centered classes. In this situation, the responsibility for learning is shifted to the students. The teacher facilitates the learning by acting as a coach, resource guide, and companion. The use of instructional materials not only encourages teachers and students to work collaboratively but also results in more cooperative learning activities among the students.

In educational institutions, success is measured by the level of academic performance. As career competition grows ever fiercer in the working world, the importance of academic performance has caught the attention of parents, society, the government, and educational institutions. Poor academic performance of students in social studies in Junior Secondary schools in Nigeria has been linked to poor lecturers' performance in terms of accomplishing the teaching task, ineffective use of the required instructional materials, a negative attitude to work, and poor teaching habits, which have been attributed to poor motivation (Ikerionwu, 2010).

Ikerionwu (2010) refers to instructional materials as objects or devices that help the teacher make learning meaningful to the learners. Similarly, Ezegbe (2017) classified them into two categories: visual materials, made up of reading and non-reading materials, and audiovisual materials, comprising electrically operated and non-electrically operated materials. Social studies is a subject that depends on the use of a number of resources. Osakwe and Itedjere (2018) summarized these resources as textual, like books, audio-visual, and human resources. They stated that these resources are either used individually or collectively in any meaningful social studies teaching and learning situation.

The production of instructional materials had undergone several reviews and processes by experts from various fields. Highlighting the need for locally made instructional materials Olumorin (2019) emphasized that when original materials are not available for use in teaching and learning, other types and forms of locally made instructional materials can be applied. For instance, in learning alphabets at preschool in an African setting, an imported chart with 'A' for apple, 'B' for balloon, etc. is being used, but a locally produced chart that will reflect objects that can be easily seen in the child's environment can be used. For instance, 'A' for Ant; 'B' for basket; C for cutlass, etc. It is against this background that the need to fashion out ways by which local resources can be used for developing instructional materials can be supported.

Instructional materials have been defined by various authors. Burner (1983), cited in Olumorin (2009), stated that the teacher's work as communicator, model, and identification figure can be supported by a wise use of a variety of divides that expand experiences, clarify them, and give them personal significance. Soetan et al. (2010) referred to instructional materials as learning materials, the proper use of which helps learners learn faster and better. While Agina-Obu (2015) viewed it as concrete or physical objects that provide sound, visual, or both to the sense organs during teaching and learning, Rowland and Schwiegert (2010) found that most children experienced success with as little as fifteen minutes per day of instruction with the use of locally made materials. Romski and Seveik (2017) supported the idea that children learn faster while using locally made materials successfully. They affirmed that the importance of locally made instructional materials in supporting access to and progress in the general curriculum, social studies in particular, and effective education cannot be underestimated. Klinert *et al.* (2012) supported the idea that without the use of locally made instructional materials, children do not have access to effective learning, which is essential to participation in the school curriculum.

According to Romski and Seveik (2015), improvised instructional materials facilitate learning in young children. They added that teaching in a familiar environment with locally made instructional materials can be viewed as a tool that aids or fosters proper understanding and sets the stage for good academic performance. Most teachers do not use them, thereby depriving the students of the benefits inherent in utilizing them. In some cases, there are no teaching aids to enhance teaching, and even the teachers do not possess the skills to improvise locally made instructional materials to enhance the learning of social studies among the students.

Adaralagbe (2010) defines social studies as a problem-oriented discipline through which man studies and learns about problems of survival in his environment. It is an inter-disciplinary study of a topic, a problem issue, a concern, or an inspiration. It is a study of how man influences and, in turn, is influenced by his physical, social, political, economic, psychological, cultural, scientific, and technological environment. Okobia (2012) defined social studies as a subject for inculcating the right type of skills and civic virtue through unified and integrated inter-disciplinary studies of man. He stated that the planners of the 2014 National Policy on Education gave it preeminence of place within the core subjects of the Secondary school curriculum.

According to Soetan *et al.*, (2010), improvised instructional materials for teaching and learning social studies include graphics and models. Graphics include charts, posters, sketches, cartoons, graphs, and drawings. Graphics communicate facts and ideas clearly through the combination of drawings, words, and pictures. The use of graphics in teaching creates definitiveness to the materials being studied. They help to visualize the whole set of concepts learned and their relationships with one another. The role of graphic materials in visual communication is both unique and significant.

Historically, symbols, a basic part of graphics, have made it possible the whole range of written language used in the world today. The instructional value of graphical illustrations lies generally in their capacity to attract attention and convey certain types of information in condensed form (Onasanya and Adegbija, 2017). Okpala *et al.*, (2018) stated that locally made graphical illustrations provide a common experience for a large group at the same time. He also summarized the values of graphics for instructional design as follows: They require no special machine for projection, the teacher is confident in manipulating the material, their improvisation encourages more creativity and diversification of teaching methods, they are very easy to preserve, and they could be produced with minimum cost and maximum efficiency.

Onasanya (2014) gave various kinds of locally made models used in social studies instruction, such as mental models, theoretical models, mathematical models, diagrams, concrete models, etc. These types of models are of special pedagogic significance in social studies instruction due to the nature of knowledge and the knowledge-getting process in these disciplines. Concrete models are materials objects that are likenesses of natural or man-made structures or systems, and which are intended to highlight, explain, or describe structures, functional processes, and relationships in the original. Concrete models are constructed in an effort to understand the behavior of the physical world and the causes of such behavior (Onasanya and Adegbija, 2017).

He summarized the role of concrete models as follows: simplification of complex phenomena, concretization of complex phenomena, bridging of gaps in distance and time between phenomena and classroom events, and enhancement of student's ability to communicate in science.

Objectives of the Study
The study sought to:
1.   Determine the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional material in junior secondary schools in Kano State.
2.   Compare the pre-test and post-test performance scores of social studies students in the experimental group in junior secondary schools in Kano State.
3.   Compare the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State.

Research Questions
In line with the specific objectives, the following research questions were raised and answered:

1.   What is the performance of students taught social studies using the improvised instructional materials and those taught without the improvised instructional materials in junior secondary schools in Kano State?
2.   What is the difference in the pre-test and post-test performance scores of social studies students in the experimental group in junior secondary schools in Kano State?
3.   What is the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State?

Research Hypotheses
The following null hypotheses formulated for this study were tested at the 0.05 level of significance.
Ho_1.   There is no significant difference between the performance of students taught social studies using the improvised instructional materials and those taught without the improvised instructional materials in junior secondary schools in Kano State.
Ho_2.   There is no significant difference between the pre-test and post-test performance scores of social studies students in the experimental group in junior secondary schools in Kano State.
Ho_3:   There is no significant difference between the performance of male and female social studies students taught using improvised instructional materials in the junior secondary schools in Kano State.

Methodology
The study adopted a quasi-experimental research design where pre- and post-tests were used, and intact classes were involved. The population of the study comprised all 5439 JS II students offering social studies in Nassarawa Educational Zone, Kano State, where the male population was made up of 2855 and 2584 female students. A sample size of 200 JSII students was drawn using the purposive sampling technique, consisting of 120 males and 80 females. A structured social studies test with questions approved for junior secondary schools by NECO was used for data collection. The instrument consisted of 25 objective test items with three options. The demographic information of the respondents was analyzed using frequency and percentage, while the research questions were answered using mean, standard deviation, and standard error mean. Hypotheses 1 and 3 were analyzed using an independent sample t-test, while hypothesis 2 was analyzed using a paired sample t-test at a 0.05 alpha level of significance.

Response to Research Questions
Research Question 1:
What is the performance of students taught social studies using the improvised instructional materials and those taught without the improvised instructional materials in junior secondary schools in Kano state?

The post-test scores of students were analyzed to determine the performance of students taught social studies using the improvised instructional materials and those taught without the improvised instructional materials in junior secondary schools in Kano state.

Table 1: Descriptive statistics on the performance of students taught social studies using the improvised instructional materials and those taught without the improvised instructional materials in junior secondary schools in Kano state

Group	N	Mean	SD	Std. Error Mean
Experimental	100	60-71	12.649	2.164
Control	100	54.30	9.401	1.788

Table 1 shows that the experimental group had the mean score of 60.71 with standard deviation of 12.649 and the standard error mean of 2.164 while the control group has the mean scores of 54.30 with the standard deviation of 9.401 and standard error mean of 1.788 in view of the above result, it can be inferred that student taught social studies using improvised instructional materials performed better than those taught without in junior secondary in Kano state.

Research Question 2:
What is the difference in the pre-test and post-test performance score of social studies students in the experimental group in junior secondary school in Kano state?

The pre-test and post-test scores of student were analyzed to determine the effect of improvised instructional materials on the performance score of social studies student in the experimental group in junior secondary school Kano state.

Table 2: Descriptive statistics on the effect of improvised instructional materials on the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano state

Variable	N	Mean	SD	Std. Error Mean	Mean
Pre-test	100	34-30	12.530	2.280	21.10
Post-test	100	55.40	14.249	1.674	

Table 2 shows the pre-test mean scores of 34.30 with the standard deviation of 12.530 and standard error mean of 2.280 while they had the post-test mean score of 55.40 with the standard deviation of 14.249 and the standard error mean of 1.674. This shows a mean improvement of 21.10. In view of the above result, it can be inferred that, the mean post-test performance was much higher than the pre-test performance after exposure to improvised instructional materials.

Research Question 3:
What is the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State?

The post-test score of students were analyzed to determine the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano state.

Table 3: Descriptive statistics on the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano state

Gender	N	Mean	SD	Std. Error Mean
Male	120	36.47	8.991	2.821
Female	80	56.82	10.221	1.933

Table 3 revealed that the male students had the mean scores of 36.47 with the standard deviation of 8.991 and standard error mean of 2.821 while the female students had the mean score of 56.82 with the standard deviation of 10.221 and standard error mean of1.933. In view of the above result, it can be inferred that the female students taught social studies using improvised instructional materials had a better mean score compared to their male counterparts.

Hypotheses Testing
Null – hypotheses 1, 3 and 4 raised for the study were tested using independence sample t-test while hypotheses 2 was tested using paired sample t-test. The decision rule is that if the t-cal is higher than t-crit and if the p-value is lower than the level of significance , the hypotheses stand rejected , but where the t-cal is lower than the t-crit , and where the p-value is higher than the level of significance (0.05), the hypotheses is retained . The summary of each of the hypotheses tested were present in the following order.

Hypotheses 1:
There is no significant difference between the performance of students taught social studies using improvised instructional materials and those taught without in junior secondary school in junior secondary schools in kano state.
The post-test score of students were analyzed using t-test. The Summary of data collected and analyzed in respect to null hypothesis one is presented in Table 1.

Table 4: Independent sample t-test on the performance of students taught social studies using improvised instructional materials and those taught without in junior secondary school in junior secondary schools in Kano state

Group	N	Mean	SD	Df	a	t-cal	t-crit	sig.	Decision
Experimental	100	60.71	12.649	198	0.05	6.974	1.96	000	Rejected
Control	100	54.30	9.401						

Source: Field Study Data 2015/2016 Academic Session

Table 4 shows the result of the independent sample t-test statistics and the mean of the experimental group is 60.71 with the standard deviation of 12.649 and the mean of the control group of 54.30, with the standard deviation of 9.401.The observed t-cal is 6.974 and t-crit is 1.96, while the p-value is 0.000 ($P<0.005$). Since the t-cal is higher than the t-crit, the hypothesis is therefore rejected. This means there was significant difference between the performances of students taught social studies using improvised instructional materials and those taught without improvised instructional materials in junior secondary schools in Kano.

Hypothesis 2:
There is no significant difference between the pre-test and post-test performance mean score of social studies students in the experimental group in junior secondary schoolsin Kano state.

The pre-test scores of students were analyzed using t-test. The Summary of data collected and analyzed in respect to null hypothesis two is presented in Table 5.

Table 5: Paired sample t-test on the performance of improvised instructional materials on the pre-test and post-test performance score of social studies students in the experimental group in junior secondary schools in Kano

Source	N	Mean	SD	Df	a	t-cal	t-crit	sig.	Decision
Pre-test	100	34.30	12.530	198	0.05	22.45	1.96	0.004	Rejected
Post-test	100	55.40	14.249						

Table 5 shows the result of the paired sample t-test statistics and the student's pre-test mean score of 34.30 with the standard deviation of 12.45 and the post –test mean score of 55.40, with the standard

deviation of 14.249. The observed t-cal is22.45 and the t-crit is 1.96 while the p-value is 0.0004 (p<0.005). In view of fact that the t-cal is higher than the t-crit and the p-value is lower than the level of significance, the hypotheses is therefore rejected. This means that the post –test performance score of social studies student was significantly better than their pre-test performance in junior secondary school in Kano state.

Hypotheses 3:   There is no significant difference in the effect of improvised instructional materials on the performance of male and female social studies student in junior secondary school in Kano state.

The post-test scores of student were analyzed using –test. The summary of data collected and analyzed in respect to null hypothesis three is presented in table 6.

Table 6: Independent sample t-test on the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary school in Kano state

Variable	N	Mean	SD	Df	a	t-cal	t-crit	sig.	Decision
Male	120	36.47	8.991	198	0.05	7.054	1.96	.002	Rejected
Female	80	56.82	10.221						

Table 6 shows the result of the independent sample t-test statistics where the male students had the mean score of 36.47 with the standard deviation of 8.991 and the female mean score of 56.82, with the standard deviation of 10.221. The observed t-cal is 7.054 and the t-crit is 1.96 while the p-value is 0.0002 (p<0.005). Because the t-cal is higher than the t- crit and the p-value is lower than the level of significance, the hypothesis is hereby rejected. Consequently, it can be inferred that that the use of improvised instructional materials have resulted on significantly higher performance by the female students than the male students in junior secondary schools in Kano.

Research Findings
Based on the data analyzed, the following were the major findings
1.   The post test performance score of Social studies students taught with improvised instructional materials was significantly better than their pre-test performance in junior secondary schools in Kano state (P=0.004).
2.   The performance of student taught with improvised instructional materials was significantly higher than those taught without improvised instructional material (P=0.000).
3.   The performance of the female students taught social studies using improvised instructional materials had a better mean score compare to their male counterparts (P=0.002).

Discussions of Findings
The result of hypothesis one shows the independent sample t-test statistics and the mean of the experimental group is 60.71 with the standard deviation of 12.649 and the mean of the control group of 54.30, with the standard deviation of 9.401. The observed t-value is 6.974 and t-ctit is 1.96, while the p-value is 0.000(P<0.005). The null-hypothesis was rejected because there was significant difference between the performance of students taught social studies using improvised instructional materials and those taught without improvised instructional material in junior secondary schools in Kano State. Consequently, it can be inferred that, the use of improvised instructional materials in teaching social studies in junior secondary schools in Kano State enhanced student' performance as they score higher in the test administered on them. This finding support the work of Okoye (2004) and Adeyanju (2005) who

observed that, student taught using improvised instructional materials significantly scores higher than those taught without improvised instructional material.

The result of hypothesis two shows the students' pre-test mean score of 34.30 with the standard deviation of 12.530 and the post-test mean score of 55.40, with the standard deviation of 14.249. The observed t-value is 22.45 and t- crit is 1.96, while the p-value is 0.004 ($P<0.005$). Therefore, the null-hypothesis was rejected because there was significant difference in the effect of improvised instructional materials on the post-test performance score of social studies students in the experimental group in junior secondary schools in Kano state. Consequently, it can be inferred that the post-test performance scores of social studies students was better their pre-test performance in junior secondary schools in Kano state. This is in line with the finding of Patrick (2004) who found a significant difference in the pre-test and post-test performance of Biology students taught with instructional materials. He was of the opinion that the use of instructional material is capable of improving student's performance.

The outcome of hypothesis three shows the result of the independent sample t-test statistics where the male students had the mean score of 36.47 with the standard deviation of 8.991 and the female mean score of 56.82, with the standard deviation of 10.221. The observed t-value is 7.054 and t-crit is 1.96, while the p-value is ($P<0.005$). Therefore, the null-hypothesis was rejected because there was a difference in the effect of improvised instructional materials on the performance of male and female social studies students in junior secondary schools in Kano State. Consequently, it can be inferred that the use of improvised instructional have positive effect on the performance of the students in junior secondary schools in Kano State. This finding corroborate with the research findings of Alasoluyi (2015), who established that difference exist in the performance of male and female students when exposed to a stimulus.

Conclusion
Based on the findings, it can be concluded that the use of improvised instructional materials is a strategy for enhancing the performance of students in social studies. Thus, teachers of social studies can adopt this strategy to ensure they work towards improving performance in social studies.

Recommendations
The following recommendations were made based on the major findings of this study:
1.   The Kano state government should encourage teachers' improvised improvisation and the usage of instructional materials in schools.
2.   Schools should be equipped with improvised instructional materials so that teachers may use them for effective instruction in junior secondary schools.
3.   There is also a need for the teachers to be resourceful in their material selection and planning. This is to reduce the cost of production and maintenance of instructional materials. Local production and improvisation have always been positive steps towards the realization of this suggestion.
4.   Policy makers in junior secondary schools in Kano should raise funds so as to procure materials necessary for the improvisation of instructional material in social studies textbooks that would facilitate the effective teaching of social studies.

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ASSESSMENT OF PRACTICE HIV/AIDS PREVENTION STRATEGIES AMONG COMMERCIAL SEX WORKERS IN KANO METROPOLIS, KANO STATE, NIGERIA

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Abstract
This study assessed practice of HIV/AIDs prevention strategies among commercial sex workers in Kano metropolis, Kano sate. Descriptive research design of survey type was adopted for this study. The sample size of the study was 400 and respondents were sampled using multi-stage sampling techniques of purposive, proportionate sampling and simple random sampling. Data collected with the use of a validated questionnaire. Inferential statistics of one-sampled t-test was used to analysis the data. The findings of this study reveal that, majority of the respondents were at age range of 33-39, and also were single. This study also reveal that, majority of the respondents were not using condom during sex with total population of 170 (42.5%) and 176 (44.0%) stated that, their clients does not enjoy use of condom during sex. And this study reveals that, 148 (37.0%). Are encouraging clients with HIV to take ART. This study also concluded that, the practice of HIV/AIDs prevention strategies among commercial sex workers is not significant. Based on the conclusion the researcher recommended that prospective health agencies in the state should prepare health promotion programme to change their poor practice through town hall meeting, workshop and conferences in the state.

Introduction
Human Immunodeficiency Virus (HIV) infection and Acquire Immune Deficiency Syndrome (AIDs) remain a major public health challenge (Gallant, 2017). HIV (Human immunodeficiency virus) is a virus that attacks the body's immune system. If HIV is not treated, it leads to AIDS (Acquired immunodeficiency syndrome) (Centre for disease and control, 2023). Abay, Wossen and Osman (2020) stated that, Acquired immunodeficiency syndrome (AIDs) is a pandemic disease caused by Human Immunodeficiency Virus (HIV) that destructs disease resistance of the body.

The Practice of HIV/AIDs Prevention Strategies: - is a specific action taken or not taken to help meet HIV/AIDs prevention strategies needs among commercial sex workers in Kano Metropolis, Kano state. IGI Global (2023) mentioned that Practices is any activities that allow commercial sex workers to put prevention into practice through the knowledge and skills acquired in study material. In this context practice means to put behaviour into practices for prevention HIV/AIDs by commercial sex workers in Kano metropolis. The best practices were suggested for the prevention of HIV transmission. Smith (2017) recommends targeting vulnerable, high-risk populations for HIV prevention.

The Commercial sex workers and Spreads of HIV/AIDs: - is a female sex worker who has sexual intercourse with several sexual partners more or less in daily basis, in Kano Metropolis Kano, Kano state. Kazeem, (2017) stated that, Commercial sex work is an age long profession. It is basically the practice of providing sex for money or other material and Non-material benefits. Commercial Sex workers generated more HIV infections other routes of transmission among men to married women infected through commercial sex. Patricio, Bezerra, Nogueira, Moreira, Camargo and Santos. (2018), Commercial sex workers know about the importance of having safe sex, but they are influenced by the desire of their sexual partners and by the lack of negotiating power for condom use. Other factors may lead these women to have unprotected sex, such as better remuneration, emotional involvement, confidence in the partner and the effect caused by the use of alcohol or drugs. Commercial Sex workers and their clients have anal sex, but a relatively high proportion of customers insist on not using condoms, generating greater risk of contracting HIV and transmitting it to other sexual partners, either men or women. It is important to consider the need for safe anal sex and incorporate this theme into prevention programme (Patricio, Bezerra, Nogueira, Moreira, Camargo and Santos, 2018).

Statement of the Problem
The biggest issue with this study is that, Commercial Sex Workers have a significant chance of contracting HIV/AIDS in Kano Metropolis. According to Godwin (2012) Residents of Kano, the Nigerian Centre of Commerce are currently in big fear following a recent report released by Hisbah officials (Sharia Police) indicating that, 44 out of 93 commercial sex workers otherwise known as (ashawo) arrested at (kwanar Gafan) are infected with HIV/AIDs. One of the statements of the above reported by Hisbah official (Sharia Police) in Kano state, Arouse the interest of the researcher to assess Practice of HIV/AIDs Prevention strategies among commercial sex workers in Kano metropolis, in order provide profer solutions to these problems in the State at large, Because most of HIV/AIDs cases comes from commercial sex centres, but knowingly or un knowingly people having sex relation with commercial sex workers that are living within the commercial sex community. Hence, there is need to research on it.

Purpose of the Study
The purpose of this study is to assess:
1.   Practice of HIV/AIDs Prevention Strategies among commercial Sex workers in Kano Metropolis Kano state, Nigeria.

Research Question
This study proposes to answer the following research questions:
1.   What is the practice of HIV/AIDs Prevention Strategies among commercial sex workers in Kano Metropolis, Kano state, Nigeria.

Research Hypotheses
On the basis of research questions of the study, the following hypotheses are formulated to guide the study:
1.   Commercial Sex Workers will not significantly practice use of condom as prevention strategies of HIV/AIDs.
2.   Commercial Sex Workers will not significantly practice use of antiretroviral therapy (ART) as prevention strategies of HIV/AIDs.

Methodology
Research Design
This study adopted survey research design. The design seeks to identify the existence of variable or the extent to which a variable exist in a phenomenon. It is research design that establishes the extent of existence of one variable on the other. It collects relatively large data from a relatively small sample. In a survey research, information is gathered on a representative sample from which descriptive generalization can be made as to whole population. This study therefore, used survey research design to assess practice of HIV/AIDs Prevention strategies among commercial sex workers in Kano metropolis, Kano state, Nigeria.

Population of the Study
The population for the study was consisted the entire commercial sex workers of Kano metropolis. The Population of commercial sex workers in Kano Metropolis is 7,682. (Kano State Hisbah Commission, 2023). The distribution of the commercial sex workers in the eight local government areas in the study area is shown in Table 1.

Table 1: Distribution of commercial sex workers in the study area

S/N	Local Government	Population
1.	Dala	443
2.	Kano Municipal	397
3.	Fagge	3763
4.	Ungogo	376
5.	Tarauni	197
6.	Gwale	378
7.	Nasarawa	1803
8.	Kumbotso	327
	Total	**7,682**

(Kano State Hisbah Commission, 2023).

Sample and Sampling Techniques
The sample for this will consist of Three Hundred and Sixty Five (365) from a population of 7,682 at confidence level of 95.0% and margin error of 0.05 (Research Advisor). The researcher, however, added attrition in case of losses or copies of questionnaire filled incorrectly, and for purpose of generalization of the findings on the population. To understand a group of participants that are selected from the general population and are considered as true representative of the whole population for the specific study. For

the purpose of this research, the researcher added 10% making the sample size four hundred (400) Samples based on an increase made by researcher for attrition.

The researcher will use multi-stage sampling procedure in selecting respondent for the purpose of this study. Purposive sampling techniques will be used to select two (2) local government areas out of the Eight (8) Local Government in Kano Metropolis which are; Fagge, Kumbotso, Nasarawa, Kano Municipal, Dala, Tarauni, Gwale and Ungogo respectively.

Stage I: The purposive sampling technique was used to select two (2) local government of Kano metropolis based on the higher population of commercial sex workers in the local government areas which are Fagge and Nasarawa respectively.

Fagge is the first selected local government been that it has the highest population of three thousand seven hundred and sixty three (3763) among the eight (8) local government and Nasarawa is the second selected local government area with about the highest of population one thousand eight hundred and three (1803). Most of commercial sex workers in Nasarawa local government ware resident in Hotels.

Stage II: The simple random sampling techniques were used to sample two commercial sex centres from each two local government in Fagge and Nasarawa respectively. Two containers are used, each one representing a local government. The name of commercial sex centres are written on pieces of paper, folded and dropped into the corresponding container, The researcher shook the containers one at a time and then asked the four (4) research assistants to pick one pieces of paper from each container at a time and the name of commercial sex centres on the pieces of paper is written down. Which are; the Church Road Sabon Gari and Yaruba Road commercial sex centre from fagge local government. Ni'ima Hotel and Tahir guest palace Hotel from Nasarawa local government area, Kano state.

Stage III: Proportionate sampling was used to calculate the proportion of sample size per local government, by dividing each local government population by total sample local government population multiply by the sample size.

Stage IV: Proportionate Sampling was also be repeated on the selected commercial sex centres to calculate the proportion of sample size per commercial sex centres based on the sample size allocated to each local government, by dividing commercial sex centres population by L.G.A Population multiply by the local government sample size.

Stage V: Convenient sampling technique was used to selected commercial sex workers found in the sampled commercial sex centres at their convenient time, accessibility and availability in their commercial sex centres according to their sitting arrangement through first come first serve method until the number allocated for each commercial sex centres were completed. This technique was used to give equal chance to sample selected to each respondent.

Instrument for Data Collection
The instrument that was used for data collection in this study will be researcher-structured closed-ended questionnaire. The questionnaire will be divided into two (2) sections A and B. Section A contains three (3) statements on demographic characteristics of the respondents. Section B, consists of ten (10) statements on practice of HIV/AIDs prevention strategies among commercial sex workers. To calculate the mean scores of responses as shown by the respondents, the modified four (4) points like rating scale will be used as follow:
Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1

Therefore, any means score of response that is 2.5 or above is regarded as positive, while any mean score of response less than 2.5 will be regarded negative.

Validity of instrument
The researcher-developed instrument tagged 'Assessment on Practice of HIV/AIDs Prevention strategies among commercial sex workers Questionnaire''. Four (4) copies of the questionnaire were given to four (4) experts in the Department of Human Kinetics and Health Education, Ahmad Bello University, Zaria to check the appropriateness of the instrument, whether it will actually measure what is expected to measure.

Procedure for Data Collection
Letter of introduction were collected from the Department of Human Kinetics and Health Education, Faculty of Education, Ahmadu Bello University, Zaria were given to Kano state Hisbah Command, ward heads and Police outpost nearby commercial sex centres to inform them about preparation to conduct a research on 'assessment practice of HIV/AIDs Prevention strategies among commercial sex works in Kano Metropolis.'' The first and second visits will be prepared to collect data from the commercial sex workers. Categorically, during the first visit to sampled commercial sex centres, the researcher will introduce himself to house leader which was known as Magajiya, and inform the purpose of the visit in details so as to convince her, that all derived information will be used for academic purpose only. During the second visit of the researcher was again obtaining permission to collect data from the respondent's that is commercial sex workers from the selected sampled centres. The researcher and his research assistants were proceeded to each sampled commercial sex centres for the second visit to meet with commercial workers and administer the research instrument to commercial sex workers.

Procedure for Data Analysis
After collecting and sorting out copies of the questionnaire, a coding scheme will be developed and each questionnaire will be reviewed and coded into a computerized database using Microsoft Excel spreadsheet. The descriptive statistics of frequencies, percentages mean and standard deviation were used to describe the demographic variables and to answer the research questions respectively. The inferential statistics of one sample t-test will be used to test the formulated hypotheses at 0.05 level of significance.

A descriptive of analysis of the subject's demographic characteristics is presented in Table 2

Table 2: Demographic characteristics of the respondents

Variable	Variable options	Frequency	Percentage
Age	15-18 years	58	16.2
	19-25 years	89	24.9
	26-32 years	108	30.2
	33-39 years	67	18.7
	40 years and above	36	10.1
	Total	**358**	**100**
Marital status	Divorced	98	27.4
	Window	65	18.2
	Single	195	54.5
	Total	**358**	**100**

As presented in Table 2, of the total respondents, 16.2% were below 18 years, 24.9% were between 19 and 25 years, and 30.2% were in the age bracket of 26 to 35 years, representing the highest percentage of the subjects among the age groups. Moreover, 18.7% of the subjects are in the range of 33-39 years and only 10.1% in the older age of 40 years and above, representing the lowest percentage of the subjects

among the age group in the entire population. By their educational qualification, 12.6% had no formal education, and 11.2% had only primary education. Those with secondary education represent 46.1% of the respondents, and 30.2% had tertiary education. The distribution of the respondents in terms of their educational qualification shows that 76.3% of the entire population of the respondents had either secondary or tertiary education; this implies that the subject could be said to be educated to provide valid information. Regarding their marital status, Table 4.1 shows that 27.4% were divorced, and 18.2% were widows. The table's results also show that more than half of the respondents (54.5%) were single.

Research Question

What is the practice of HIV/AIDs prevention strategies among commercial sex workers in Kano metropolis, Kano state? The opinion of the subjects on practices of HIV/AIDs prevention strategies were computed in means and standard deviation as tabulated in Table 4.2.

Table 3: Mean scores on practice toward HIV/AIDs prevention strategies among commercial sex workers in Kano State

S/N	Practice of HIV/AIDs	Mean	Std. Dev.
1	I use condom to prevent transmission of HIV/AIDs	2.23	1.14
2	Does your client enjoy use of condom	2.10	0.93
3	Do you encourage your client to use condom during sex	3.06	1.00
4	I use pre-exposure prophylaxis to prevent transmission of HIV/AIDs	1.84	0.79
5	Do you encouraging your clients to use prophylaxis	2.02	0.95
6	I use auto disable syringe help to preventing of HIV/AID.	3.22	0.90
7	Stopping breastfeeding from HIV pregnant mother help in preventing the child from being infected.	2.33	1.11
8	I tested for HIV before blood transfusion.	2.39	1.19
9	I use sterilized needles help to preventing HIV/AIDs	2.23	1.14
10	I use antiretroviral therapy (ART) reduce the amount of HIV viral load in the blood	2.33	1.14
	Aggregate	**2.48**	**0.92**

(Benchmark mean =2.5)

The expressed opinions of the subjects in Table 3 showed negative practices against the use of condoms for HIV/AIDs prevention by the subjects. This is seen in their disagreement with the suggestion for the use of condoms in the prevention of HIV/AIDs transmission, and this is because of disagreement with the use of condoms with their clients as they did not enjoy using them. The results indicate that the subject encouraged their client to use condoms during sex but had poor practice in the use of pre-exposure prophylaxis to prevent transmission of HIV/AIDs. Moreover, the subjects indicate that they do not encourage their clients to use prophylaxis and are of the negative view that using auto-disabled syringes helps in preventing HIV/AIDS, so they had poor practice of this method. In addition, the subjects had poor practices of stopping breastfeeding HIV-pregnant mothers to help prevent the child from being infected. Also, the respondents had poor practices of thorough blood screening before transfusion to prevent the spread of HIV/AIDs. The subject did not agree that using sterilized needles helps in preventing HIV/AIDs. Also, the subject had poor practices of using antiretroviral therapy (ART) to reduce the amount of HIV viral load in the blood. The aggregate mean score is lower than the benchmark (2.50), which implies that the subjects could be said to have inadequate practices against HIV/AIDs prevention strategies.

Test of Hypothesis

The null hypotheses formulated to test the significance of expressed practice of HIV/AIDs prevention strategies by the subjects were tested here with one sample test procedure, the hypotheses were fixed probability level of 0.50. The tests were carried out as follows:

Hypothesis

The Practice of HIV/AIDs Prevention Strategies Among Commercial sex workers in Kano Metropolis, Kano state, Nigeria is not significant. Table 4.3 showed a summary of the one sample t-test used to determine the significance of the subject's Practice of HIV/AIDs prevention strategies.

Table 4: Results of One-Sample T-Test for Practice of HIV/AIDS Prevention Strategies Among Commercial sex workers.

Variables	N	Mean	Std. Dev.	Std. Error	t-value	df	p-value
Practice	358	2.48	0.92	0.05	-0.27	357	0.79
Test mean	358	2.50					

The results of the test in Table 4 did not indicate that the subjects' practice of HIV/AIDs prevention strategies was significant. This is indicated by an observed t-value of 0.27 with a p-value of 0.79 (> 0.50) obtained at 357 degrees of freedom. These observations implied that the expressed practice of the subjects on HIV/AIDs prevention strategies was not significant. The null hypothesis that the practice of HIV/AIDs prevention strategies among commercial sex workers in the Kano metropolis is not significant is therefore retained.

The lack of statistical significance (high p-value) means that we cannot reject the null hypothesis that there is no significant difference in the practice of HIV/AIDS prevention strategies among commercial sex workers. This suggests that the level of practice is roughly at the neutral point and does not significantly deviate from it. The majority of the respondent known the importance of appropriate use of condom during sex and sometimes try to convinces their client to use condom during sex, and unfortunately their client does not enjoy use of condom during sex, the commercial sex workers are influenced to have sex by the desire of their sexual partner and lack of negotiating power for condom use during sex.

Discussion of Findings

The study assessed practice of HIV/AIDs prevention strategies among commercial sex workers in Kano metropolis, Kano state, Nigeria. From the analysis of data collected for the study, it was found that the subject's the subject's showed negative practices against the use of condoms for HIV/AIDs prevention by the subjects. This is seen in their disagreement with the suggestion for the use of condoms in the prevention of HIV/AIDs transmission, and this is because of disagreement with the use of condoms with their clients as they did not enjoy using them. The results indicate that the subject encouraged their client to use condoms during sex but had poor practice in the use of pre-exposure prophylaxis to prevent transmission of HIV/AIDs. Moreover, the subjects indicate that they do not encourage their clients to use prophylaxis and are of the negative view that using auto-disabled syringes helps in preventing HIV/AIDS, so they had poor practice of this method. In addition, the subjects had poor practices of stopping breastfeeding HIV-pregnant mothers to help prevent the child from being infected. Also, the respondents had poor practices of thorough blood screening before transfusion to prevent the spread of HIV/AIDs. The subject did not agree that using sterilized needles helps in preventing HIV/AIDs. Also, the subject had poor practices of using antiretroviral therapy (ART) to reduce the amount of HIV viral load in the blood. The aggregate mean score is lower than the benchmark (2.50), which implies that the subjects could be said to have poor practices against HIV/AIDs prevention strategies.

The lack of statistical significance (high p-value) means that we cannot reject the null hypothesis that there is no significant difference in the practice of HIV/AIDS prevention strategies among commercial sex workers. This suggests that the level of practice is roughly at the neutral point and does not significantly deviate from it. Similar study conducted by The research conducted by Abay, Wossen and Osman (2020), Assessment of practice of HIV/AIDs Prevention and Association Factors among Female sex workers in Afar Region, Ethiopia. This study aimed to assess HIV Preventive practice and association factors among Female sex workers in Afar region. A community based cross-sectional study were conducted on sample size 419 female sex workers from April 1st to May 2nd in 2018 in four hotspot towns (Logia, Mille, Gedamayitu and Awash) found in Afar region. The participants were selected using snowball sampling techniques. The socio demographic and behaviour data were collected using face to face interview. Logistic regression analyses were done to determine factors associated with HIV prevention practices. The statistically significant level was declared at a P-value <0.05.The findings, the HIV/AIDs prevention practice among Female sex workers was 61.1% [95% CI 56.2%-65.9%]. The multivariable logistic regression analysis showed that being single [AOR=2.57: 95% CI 1.06, 6.21: P<0.05]. And urban residence before being female sex workers [AOR=3.26:95%CI 1.25,8.54: P<0.01], were found to be enhancing factors of the preventive practices of HIV/AIDs. However, being illiterate [AOR=0.133:95%CI 0.032, 0.557: P<0.01], young age [AOR=0.065:95% CI 0.021,0196: P<0.001], being alcohol drinker [AOR=0.104: 95% CI 0.026,0.417: P<0.01], being cigarette smoker [AOR=0.096: 95% CI 0.022,022,0.414: P<0.01, and lack of aware of HIV transmission [AOR0.096: 95% CI 0.032, O.22: P<0.001] were the hindering factors of the preventive practice of HIV/AIDs among female sex workers.

Conclusion
Based on the finding the following conclusions were made:
1.   The practice of HIV/AIDs prevention strategies among commercial sex workers in Kano metropolis, Kano state was not adequately found and not significant.
2.   This study also concluded that, majority of the respondent known the importance of appropriate use of condom during sex and sometimes try to convinces their client to use condom during sex, and unfortunately their client does not enjoy use of condom during sex, the commercial sex workers are influenced to have sex by the desire of their sexual partner and lack of negotiating power for condom use during sex.

Recommendations
Based on conclusion the following recommendations were made:
1.   The Kano state government have to organise health education programmes aimed to reduce risk of contracting HIV/AID across the state, by emphasising important of safe sex by health expert by organising health talks to the commercial sex workers in the state.
2.   The policy makers within the state have to create awareness and enacting laws for the prevention strategies of HIV/AIDs.
3.   The health educator within the state have to organise health talks, seminar, conferences and town hall meetings to explain the all dangers associated with unprotected sex to commercial sex workers in the state.
4.   The sex education have to be given more attention in secondary school, this will solve many these related issues in the state.

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IMPACT OF ATUTOR ONLINE LEARNING PLATFORM ON PRE-SERVICE TEACHERS'ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE

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Abstract

This study investigated the impact of ATutor online learning platform on pre-service teachers' Academic Performance in English Language. The study adopts quasi-experimental non-equivalent, pre-post-test control group design comprised of an experimental group (n = 89) with group learning treatment and a Control group (n = 73) was given conventional teaching for a duration of seven weeks. Two research questions were raised and answered, and two hypotheses were raised and tested at 0.05 level of significance. English Language Performance Test (ELPT) with a reliability coefficient of 0.84, was used for data collection. T-test independent sample was employed to determine the main impact of ATutor online learning platform on group performance and gender. The results showed a significant effect on pre-service teachers' academic performance, but no significant effect of gender on the concept of English language. The findings revealed that, pre-service teachers taught English language using ATutor

online learning platform out-performed their counterpart taught the same concept using conventional lecture method in their academic performance, and both the male and female students in the experimental group improved their academic performance. The study recommends among others that English language teachers should be encouraged and trained in the use of ATutor online learning platform so as to improve pre-service teachers' academic performance.

Keywords: ATutor online learning platform, English language, Academic performance.

Introduction
Information and Communication Technology (ICT) is a force for change that propels all facets of society to the next level of development. Advancements in ICT and the emergence of globalization made it necessary to upgrade this technology in order to provide developing nations like Nigeria with significant opportunities in teaching and learning. ICTs can help students in the 21st century develop the knowledge and skills they need to connect what they learn in the classroom to real-world situations. Such a skill might be used to make the next generation's workforce more economically viable and to enhance the teaching and learning process (Daniels, 2002). ICT is used by students for learning, and by teachers to deliver instruction in a variety of ways thereby making the global school system to embrace the technology-driven era. The school, through the teacher, must make good use of technology in order to prepare students for the future. It is widely acknowledged that ICTs are establishing new standards in the teaching and learning processes in tertiary institutions.

In order to facilitate electronic teaching and learning, this revolution has made computers (personal computers, tablets, iPads and smart phones) and the internet (through routers, modems, and smart phones) accessible to students. Learners can select when, where, and how they study and access instruction via electronic learning (e-learning) (Wayne & Casciband, 2016). Online learning gives both teachers and students access to electronic teaching and learning tools in addition to the freedom to choose when, where, and how they study. Lack of sufficient studies on how to effectively use e-learning technologies was one of the reasons higher education institutions in Nigeria are yet to fully embrace online learning (Alabi, Thaddeus & Falode, 2020).
One of the major challenges faced in higher institutions of learning in Nigeria is the higher cost of maintenance of the traditional learning environment. Cost of infrastructures, learning facilities and its maintenance is a daunting task on stakeholders in education. Using online learning for instructional delivery can significantly reduce the cost of instructional delivery. E-learning platforms have also made meaningful learning possible through student-centred, lifelong, and self-directed learning and could provide more opportunities for a wider range of students than the usual site-specific learning environments, and could aid students in gaining knowledge through active, collaborative, problem-based, situated, and resource-based learning. One of the most popular teaching and learning techniques worldwide over the past ten years has been online learning (AlNajdi, 2014).

Online learning instruction as a modern instructional technique prompts the need for flexibility in methodology, and the desire to increase learning creativity and productivity thus, integrating emerging technologies into teaching and learning process is now a necessity rather than a choice. According to Corinne (2018) new technologies have given rise to the exponential development of software that strive to modify teaching strategies and tailor curriculum to meet each student's ability to advance at his or her own pace. These has changed the way teachers teach, moving away from the traditional approach in which they frequently serve as knowledge dispensers and toward a more flexible approach in which they serve more as facilitators, mentors, and motivators to encourage students to engage with the material and learn. In order to satisfy the needs of a variety of learners, the use of appropriate educational technologies increases accessibility to learning resources and varied learning techniques.

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Online learning environments has been created for a more proactive and valuable teaching-learning process, which has increased the requirement for content and learning management (Sen, 2015). This has given rise to popularity for a number of content and online learning platforms, including Edmodo, Massive Open Online Courses (MOOC) platforms (EdX and Coursera), and cloud file hosting services like Google Drive and DropBox. In a similar vein, there are an increasing number of educational mobile platform applications available, including ATutor, ILIAS, MOODLE, WizIQ, WhatsApp, Facebook, Adobe Connect, Blackboard, and WebCT, among others. The majority of these platforms are heavily utilized for teaching and learning activities, particularly at higher levels of education.

One of this online learning platform is ATutor which offers flexible learning environment where students can work together with support from their tutors, particularly when they are chatting online. ATutor can be a rewarding learning tool that develops learning skills like problem solving, collaboration/idea sharing, and employability skills like communication, creativity, leadership, and technology proficiency, especially in tertiary institutions.Sulisworo (2012) observed that when ATutor is used for assignments, it helps to foster collaborative and group interaction, it can be a rewarding learning tool that develops learning skills such as problem solving, collaboration/idea sharing and employability skills such as communication, creativity, leadership and technology proficiency especially in tertiary institutions.

A Tutor is an open source, online learning environment used to develop web-based courses, author e-learning content, and present instructional materials on the internet. ATutor is an acronym coined from the place of development. It was developed at Adaptive King Technology Resource Centre University of Toronto. Adaptive Technology University of Toronto was shortened to ATutor. It can be used to author and archive learning content with a large collection of modular tools that can be combined in different ways to adapt the system to various theoretical approaches for teaching and learning (Gay, 2012). ATutor is unique for providing versatile spaces open for collaboration among students with support from the tutors especially as the students chat online.

In a study also carried out by Sanserm (2010) to examine students' and instructors' perceptions of using ATutor as the learning content management system (LCMS) in e-learning courses at a distance university in Thailand. The population was composed of all 222 graduate students (census) and 10 instructors from an agricultural college at a major university in Thailand. Survey and focus group interview were used to collect data. Descriptive statistics and the Pearson Product Moment Correlation Coefficient were used to analyse data provided by respondents. It was found out that comfort of using computer and ATutor, time spent online, place and frequency accessing ATutor, internet access and connection had significant and positive correlation to students' perception of using ATutor while E-mail student, chat, forum, and group forum participated, ATutor satisfaction, online teaching experience, role in teaching, support from the university, and workshop attended had significant positive correlation to instructors' perception of using ATutor. All six student perception variables and all four instructor perception variables had positive and significant correlation. The most important feature for students was content navigation and for instructors was announcement. Both students and instructors reported that poll was the least important feature. Most students and instructors indicated that no features should be added or removed from ATutor. ATutor supports self-directed learning because it enhances students' ability to set an appropriate pace for learning and get assistance from various resources thereby enhancing their academic performance. In this context, this differs from the present study in the sense that, the present study is investigating the effect of ATutor on the academic performance pre-service teachers in English language.

It is on the above assertion that the theoretical framework for this study hedges on Dual Coding Theory which was propounded by Pavio, (1986).The theory postulates that verbal and non-verbal processing is essential for learning and that there are two cognitive subsystems that help learners to process

information that is being presented by the instructor or through the educational materials. The study therefore, attempts to investigate the effect of ATutor online learning platform on pre-service teachers Academic Performance in English Language in Katsina state, Nigeria.

Research Questions

The following research questions were raised to guide the study:

i. What is the impact of ATutor online learning platform on pre-service teachers' academic performance in English language?

ii. What is the effect of gender on pre-service teachers' academic performance in English language when taught using the ATutor online learning platform?

Research Hypotheses

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

$H0^1$: There is no significant difference in the academic performance of pre-service teachers taught English language using ATutor online learning platform and those taught using conventional lecture method.

$H0^2$: There is no significant difference in the academic performance of male and female pre-service teachers when taught English language using ATutor online platform.

Methodology

The research adopted quasi-experimental pre-test post-test non-equivalent control group design to investigate the effect of ATutor online learning platform on pre-service teachers' Academic Performance in English Language in Katsina state, Nigeria. Amin (2005) claimed that quasi experimental design is the most appropriate for the study that involves treatment.

Table 1: Research Design

| Group	Pretest	Treatment	Post test
Experimental	X_1	X_1	X_2
Control Group	X_3	X_0	X_4

Keys:

O1, O3 = Pretest administered on Experimental and Control Groups

O2, O4 = Post test administered on Experimental and Control Groups

X1, = ATutor Online Platform

X0 = Conventional Lecture Method

The population of the study consists of all year two pre-service teachers in school of Arts and Social Sciences from Federal college of Education Katsina and Isah Kaita College of Education Dutsinma, Katsina State. The sample of the study consisted of one hundred and sixty-two (162) pre-service teachers from the two collages offering ENG 211 Course. The two groups were randomly assigned to control and experimental group. The control group consists of seventy-three (73) pre-service teachers while the experimental group consists of eighty-nine (89) participants. Ninety-four (94) male and sixty-eight (68) female pre-service teachers were sampled for the study.
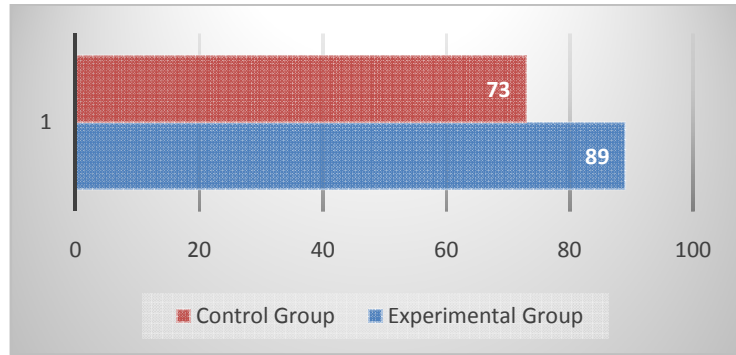
Figure 1 Percentage distribution of respondents by group

According to Figure 1, there were 89 preservice teachers (54.98%) in the control group, compared to 73 preservice teachers (45.02%). With 89 preservice teachers in the experimental group (54.98%), making up the majority of the sample.
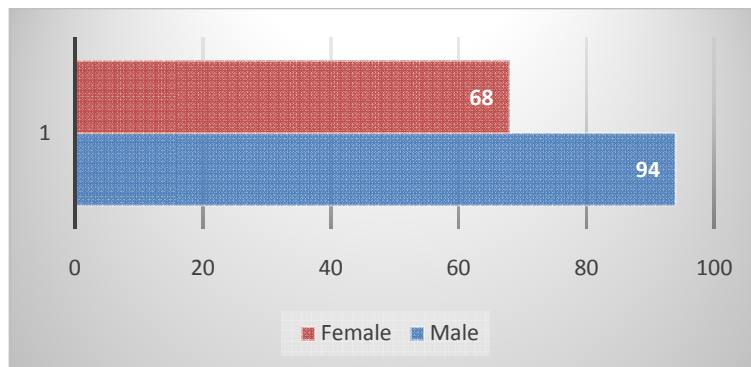
Figure 2 Percentage distributions of respondents by gender

According to Figure 2, there were 94 male respondents (58.02%), compared to 68 female respondents (41.98%). With 94 male respondents (58.02%), making up the majority of the sample. This suggested that the study had a reasonably equal representation of male and female preservice teachers.

The treatment used for experimental group is ATutor Online Learning Platform. The instructional content was developed by the researcher based on the content of Nigeria Certificate in education English (NCE two) curriculum, ENG 211: The Structure of English. ATutor online learning platform was prepared by developing course modules on (ENG 211) Structure of English with sub-topics-Structure of English, Morphology, Morphemes and Allomorphs, Syntax, Derivation, Sentence Types: Phrases and Clauses, Semantic Structure, Collocations and Idioms, Ambiguity and Vagueness. The treatment is ATutor online learning platform which is an open-source software that was adapted and hosted by the researcher with the assistance of a software developer to suit the research purpose.

The developed OLP (ATutor online learning platform) two computer programmers were added to the platform to determine the appropriateness of the instruction in terms of legibility, navigation, interface, functionality, packaging, portability and durability. Their suggestions and recommendations were used to modify the instruction. Similarly, two educational technology experts were requested to validate the ATutor online learning platform in terms of its suitability for instruction, simplicity, appropriateness of illustrations, emphasis on key concepts, selection of colour, font type and font size of the text.

The test instrument used for this study is English Language Performance Test (ELPT). Which consist of 30 multiple choice objective items that were set out from the NCEII student syllabus. The ELPT was administered as pre-test and post-test to the experimental and control groups. The English language content of the instruction was validated by three English language experts from Ahmadu Bello University Zaria, Umaru Musa Yaradua University Katsina and Isah Kaita Colleges of Education Dutsinma, before ATutor online learning platform was developed. They were requested to carry out the contents validation of the instrument by ensuring that all items were derived from the content and were suitable for presentation to the two groups. The face validity in relation to the background of the students was considered. Subject matter content of the ATutor online learning platform was determined on how it adequately covers NCE 2 English language curriculum content. It was validated to determined its appropriateness for teaching the chosen topics; clarity and simplicity of the application as well as its suitability for the level of the students; the extent to which the contents cover the topics they are meant to cover; possible errors in suggested answers; and the structuring of the content in the application, after the validation, some sentence errors, spelling mistakes were identified and necessary corrections were made.

Results

Research Questions 1: What is the impact of the ATutor online learning platform on pre-service teachers' academic performance in English language?

Table 2: Mean Performance scores of pre-service teachers in experimental and control group

		Pretest		Posttest		
Group	N	Mean	SD	Mean	SD	Mean Gain
Experimental	89	46.55	14.20	73.61	15.32	27.06
Control	73	44.09	13.66	58.63	17.02	14.54

Table 2 showed the mean and standard deviation of the pretest and posttest scores of the experimental and control groups. The results revealed that, the mean and standard deviation of the pretest and posttest scores of the experimental group are 46.55; 14.20 and 73.61; 15.32 respectively. This gives a mean gain of 27.06 in favour of the posttest. Similarly, the mean and standard deviation of the pretest and posttest scores of the control groups are 44.09; 13.66 and 58.63; 17.02 respectively. This gives a mean gain of 14.54 in favour of posttest. This indicated that, the experimental group upon which the research instrument was used achieved higher than the control group exposed to conventional method of teaching.

Research Questions 2: What is the effect of gender on pre-service teachers' academic performance in English language when taught using the ATutor online learning platform?

Table 3: Mean performance scores of male and female pre-service teachers taught English language using ATutor online learning platform

	Pretest			Posttest		
Group	N	Mean	SD	Mean	SD	Mean Gain
Male	94	37.42	12.05	69.56	14.31	32.14
Female	68	33.61	11.73	67.26	15.86	33.65

Table 3 showed the mean and standard deviation of the male and female students taught English language using ATutor online learning platform. The male students' pretest and posttest scores are 37.42; 12.05 and 69.56; 6.31 respectively. This gives a mean gain of 32.14.99 in favour of the posttest. Similarly, the female students obtained scores of 33.61; 11.73 and 67.26; 5.86 at pretest and posttest, respectively. This produces a mean gain of 33.65 in favour of the posttest. This result indicated that, both groups benefited from the treatment but the female students benefited slightly higher from the treatment than their male counterpart.

H0[1]: There is no significant difference in the academic performance of pre-service teachers taught English language using ATutor online learning platform and those taught using conventional lecture method.

Table 4: Summary of independent t-test results of pre-service teachers taught English language using A Tutor online learning platform and those taught using conventional Instruction

Group	N	Mean	SD	df	α	t-cal	p-value	Decision
Experimental	89	73.61	15.32					
				160	0.05	5.32	0.03	Rejected
Control	73	58.63	17.02					

Table 4 shows that there was significant difference between the performance of students taught structure of English using ATutor online learning platform and those taught using conventional Instruction. The table shows the t-cal of 5.32 and p-value of 0.03 (p<0.05) Thus, the treatment using ATutor online learning platform and conventional method produced a significant difference on students' performance, therefore the null hypothesis which states that there is no significant difference in the academic performance of pre-service teachers taught English language using ATutor online learning platform and those taught using conventional lecture method is hereby rejected.

H0[2]: There is no significant difference in the academic performance of male and female pre-service teachers when taught English language using ATutor online platform.

Table 5: Summary of independent T-Testresults of male and female pre-service teachers taught structure of English using ATutor online platform

Group	N	Mean	SD	df	α	t-cal	p-value	Decision
Male	94	69.56	14.31					
				160	0.05	0.36	0.07	Retained
Female	68	67.26	15.86					

Table 5 showed the independent t-test results of performance scores of male and female pre-service teachers taught English language using ATutor online platform. The result showedthat the t-cal of 0.36 and p-value of 0.07 (p<0.05) is not significant at 0.05 alpha level. The treatment using ATutor online platform produced no significant difference on male and female pre-service teachers' academic performance. This is an indication that there was no significant difference between male and female pre-service teachers in the experimental and group. Hence, the research hypothesis two is hereby retained.

Discussion
This study revealed that pre-service teachers taught English language using ATutor online platform performed better than those taught using conventional lecture method. This is in agreement with the finding of Sanserm (2010) who examined students' and instructors' perceptions of using ATutor online learning platform in e-learning courses at a distance university in Thailand and observed that ATutor supports self-directed learning because it enhances students' ability to set an appropriate pace for learning and get assistance from various resources, thereby enhancing their academic achievement. In a related development, the finding of Firat (2016) corroborates this finding, which revealed that satisfaction was high in the instructor-student interaction and environment design sub dimensions, while it was moderate in the course content and teaching process, materials used and communication tools, and attitude towards e-learning sub-dimensions. Student satisfaction was high when the number of materials used in courses was higher, that is, as the number of materials increased, so did the satisfaction level.

This study also established that male and female students taught English language using ATutor online platform performed equally better. This agrees with the findings of Ugwoke, *et al.,* (2018) on the Effect of Flipped Classroom on Learning Management Systems and face-to-face learning environments on students' gender, Interest and Achievement in Accounting. The study revealed there was no significant difference in the academic achievements of male and female students in the treatment group. The finding contradicts that of Suanpang and Petocz (2006), who reported students' characteristics such as being female, educational background, had a positive effect on their learning.

Conclusion

Based on the findings of this study, students taught structure of English using ATutor online learning platform performed better than those taught the same concepts using the conventional lecture method. Therefore, using ATutor online platform enhances the academic performance of pre-service teachers. Male and female pre-service teachers performed equally better when exposed to ATutor online learning platform and conventional method. Meanwhile, ATutor online learning platform is gender-friendly since both male and female students performed equally better.

Recommendations

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

i.   ATutor online learning platform should be adopted by English language teachers in training pre-service teachers in Nigeria. This could be achieved by training English language lecturers on the effective use of online learning platforms.

ii.   The use of ATutor online learning platform could bridge the gap between male and female pre-service teachers' academic disparity in the English language. Therefore, ATutor online learning platform should be used to encourage male and female pre-service teachers in studying English language.

iii.   Government should embrace and support the use of ATutor online learning platform for teaching in colleges of education to enhance pre-service teachers' performance.

iv.   Adequate ICT facilities should be made available to enable lecturers to use them in teaching.

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SPORTS AS A CATALYST FOR NATIONAL UNITY: THE NIGERIA EXPERIENCE

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Abstract

Sports globally promote friendship and unity among diverse individuals, transcending differences in race, nationality, faith, gender, and status. They serve as a powerful tool for embracing diversity within a political context, strengthening sustainable socioeconomic and political progress. Numerous nations utilize sports as a means to advance foreign policy goals and encourage peaceful coexistence. However, as sports foster friendship and national unity, in diverse societies.This paper explores sports' role in fostering national unity and to, enhance national cohesion in fragmented societies divided by factors like

ethnicity, religion, and language. Moreover, it demonstrates that sports contribute to elevating people's quality of life. The paper underscores the importance of government and private sector collaboration to harness sports' inherent benefits and enhance the sports industry.

Keywords*: Sports; Catalyst, Development, and National Unity.*

Introduction

National unity refers to the cohesiveness and integration of diverse groups within a nation, fostering a shared sense of identity and purpose. Sports can play a significant role in promoting national unity by bringing people together regardless of their differences (Dolan and Connolly 2016). In Nigeria, as in many countries, sports have been instrumental in fostering unity and a sense of national pride.

In our daily lives and routines, people are drawn to various sporting events, whether through television, newspapers, radio, social media, or physical participation. More often than not, people engage in discussions about sports, particularly football. In the modern era, sports have become an integral part of our lives, facilitated by the advent of the information revolution. Joseph (2016) states that "Sports is not just a significant aspect of American society but a global phenomenon, established in all societies and cultures. Sport, similar to business, education, social interactions, and even conflict, is an integral part of the real world." It is undeniable that sports hold a central place in our lives worldwide.

Over the years, sports have evolved into a powerful tool for entertainment, a source of livelihood, and a catalyst for fostering national unity among people across the world. In countries like Nigeria, where ethnic politics has become a common practice, it is a common sight to witness individuals from various tribes and religious backgrounds coming together to watch sporting events without being swayed by tribal or religious biases. According to Nwankwo, Nweke, Okechi, and Onyishi (2016), "Sports in Nigeria has transitioned from its humble beginnings as a form of entertainment and part-time recreation to a significant phenomenon and a lucrative industry. It has transcended cultural differences among tribes and regions through its impact and has harnessed our diversities, influencing various aspects of the lives of the citizenry."(Vincent, 2020).

Nigeria, a country plagued by political partisanship, religious intolerance, and ethnic prejudices, puts these divisions aside when it comes to sports, particularly football. The only thing that sets them apart on such occasions is usually the team they are supporting. Factors like the quota system or federal character are not relevant in selecting representatives for the country in international competitions. Competence takes precedence over other considerations when choosing those who will represent the nation. Emeka, Irivbemi, Ohuruogu, and Ngwakwe (2016) argue that, "One of the beautiful aspects of sports is that it transcends political ideologies, ethnicity, and religion."

Sports brings people together from diverse corners of the world, regardless of their racial, cultural, religious, or socioeconomic backgrounds, setting aside all other differences to work collectively towards a common objective. During major sporting events such as the Olympics, Commonwealth Games, All African Games, or Nigerian National Sports Festivals, athletes from various backgrounds converge to compete on a level playing field in the same games village. The same unity is often observed in national competitions as Nigerians rally behind the national team or their country's representatives. At this point, it doesn't matter whether the representative is a Christian, Muslim, or from any region or state of the country—the common interest is Nigeria's victory. (Vincent 2020).

Sport possesses unique qualities that have the potential to promote development and sustain peace. As noted by the United Nations Office on Sport for Development and Peace (UNOSDP) (2019), people across the world are naturally drawn to sports more than any other activity. This is because, when sports are conducted in the right spirit, they are seen as enjoyable and entertaining experiences for everyone. Moreover, sports inherently aim to empower individuals by showcasing and nurturing their strengths and

also foster a positive outlook for the future, a crucial element in achieving development (United Nations, 2013). Nelson Mandela (2016) echoed this sentiment when he remarked that "sports have the capacity to change the world." It is a potent instrument for positive transformation, with the ability to heal long-standing animosities or resentments among people. This principle underpinned the establishment of the National Sports Festival in Nigeria in 1973. Odegbami (2020) pointed out that, the National Sports Festival in Nigeria was introduced as a means to alleviate the pain, bitterness, and lingering effects of the 1967-1970 civil war. Therefore, sports possess the potential to promote and sustain peaceful coexistence among a diverse population.

Examples of events that linked sports with national unity in Nigeria include:
1. **FIFA World Cup Participation:** Nigeria's national football team, the Super Eagles, has participated in multiple FIFA World Cup tournaments. These events often unite Nigerians across ethnic and regional lines in support of their team, creating a strong sense of national pride.
2. **Olympic Success:** Nigerian athletes who perform well in the Olympic Games have historically been celebrated and have contributed to national unity. For instance, during the 1996 Atlanta Olympics, Nigeria's football team won gold, and this achievement was a source of national pride and unity.
3. **Nigerian Premier League:** The domestic football league in Nigeria also serves as a unifying factor. People from various regions support their local clubs, and when these teams compete, it creates a sense of togetherness.
4. **Sports Festivals:** Events like the National Sports Festival in Nigeria bring together athletes from different states to compete. This promotes unity as it showcases the talents of individuals from various regions.
5. **Unity Matches:** There have been instances where friendly matches or sports events are organized to promote unity and peace in times of ethnic or religious tensions.
6. **Boxing:** Nigerian boxers like Dick Tiger and Samuel Peter have gained international recognition and helped foster a sense of national pride.

Overall, sports serve as a powerful tool for promoting national unity in Nigeria by transcending regional, ethnic, and cultural differences and providing a shared platform for celebration and support.

Attributes of Sports:
Sports encompass a wide range of activities, and different sports have their own unique attributes. However, there are several common attributes that can be associated with sports:
1. **Physical Activity:** Sports involve physical exertion and skill. They require participants to use their bodies in various ways, such as running, jumping, throwing, and more.
2. **Competitiveness:** Sports are typically competitive activities where individuals or teams strive to outperform their opponents. Winning and losing are often integral to sports competitions.
3. **Rules and Regulations:** Most sports have established rules and regulations that govern how the game is played. These rules ensure fairness and safety.
4. **Fair Play:** Sports promote the concept of fair play and sportsmanship. Participants are expected to compete with integrity, honesty, and respect for their opponents.
5. **Skill and Technique:** Sports often require a high level of skill and technique. Athletes practice and develop their abilities to excel in their chosen sport.
6. **Teamwork:** Many sports involve teamwork, with players cooperating to achieve a common goal. Effective communication and collaboration are crucial in team sports.

7. **Physical and Mental Fitness:** Engaging in sports can contribute to physical fitness, as it helps improve strength, endurance, and overall health. It also challenges participants mentally, enhancing focus and strategic thinking.
8. **Entertainment:** Sports are a source of entertainment for both participants and spectators. Sporting events can be thrilling to watch and can bring people together for enjoyment.
9. **Competition and Goal-Setting:** Sports often provide a structured environment for setting and achieving goals. Athletes aim to improve their performance and reach new milestones.
10. **Community and Social Interaction:** Sports have a social aspect, as they bring people together, build communities, and foster connections among individuals who share a common interest.
11. **Cultural Significance:** Many sports hold cultural and historical significance. They may reflect the traditions and values of a particular society or region.
12. **Discipline and Dedication:** To excel in sports, individuals must show discipline, dedication, and commitment to training and practice.
13. **Health Benefits:** Regular participation in sports can lead to improved physical and mental health, reducing the risk of various health conditions.
14. **Recreation and Leisure:** Sports are a form of recreation and leisure, allowing people to unwind and have fun in their free time.
15. **Global Appeal:** Many sports have a global following, and major sporting events like the Olympics and FIFA World Cup bring together nations from around the world.

These attributes collectively make sports a significant and diverse part of human culture, serving various purposes, from recreation and entertainment to personal development and community building (Wada and Matsuoka, 2022).

However, according to the International Olympics Charter, sports cultivate peaceful attributes in three distinct ways: Firstly, sports provide a platform and time for setting conflicts aside, promoting friendship and truce. Secondly, sports treat all individuals as equals under the rules of the game, emphasizing principles of justice and equality. Thirdly, sports teach people to tolerate and celebrate their differences, fostering solidarity, tolerance, mutual understanding, and non-discrimination. Sports are renowned globally for possessing unique qualities that enable the celebration of humanity's essence. Implicitly, sports create an environment that encourages qualities such as friendship, briefly aligning humanity in its effort to downplay divisive issues and sentiments that often divide mankind, thus positioning people for meaningful development. Sports create an atmosphere conducive to the spirit of collectivism, promoting the need for and spirit of cooperation among individuals and societies worldwide. The universality of sports makes its practitioners universally accepted and accommodated, breaking down barriers of race, religion, and other divisive sentiments present in human societies.(Vincent 2020).

In contemporary times, sports have transcended their role as mere physical activities and entertainment. They have evolved into a lucrative industry, serving as a livelihood for many and a source of development and hope for societies globally. Additionally, sports have become a prominent platform for state actors to showcase their cultural values and beliefs with the aim of achieving national pride and objectives. Sports foster friendship and have the capacity to initiate and sustain peaceful coexistence among people who might not otherwise have forged such bonds. Being universal in nature, sports possess a strong ability to connect people of different races and creeds. They have the potential to inspire and motivate, redirecting violent behaviour, and promoting peaceful relations. As Odegbami (2020) suggests, "sports are a very powerful weapon." This is evident in the enduring objective of the Olympic Games, which have remained steadfast in their pursuit of global peace, the unification of all people, and the expansion of the boundaries of physical and mental human achievement.

Furthermore, in addition to its capacity to promote peace and unity, sports also have the potential to empower athletes and other participants with substantial financial benefits. It can serve as a diplomatic tool to resolve disputes among conflicting parties or facilitate the development of friendships and reconciliation after major crises. For example, the establishment of the National Sports Festival in 1973 aimed to foster friendship, alleviate the pain and bitterness that lingered after the civil war in Nigeria, which ended in 1970. Similarly, the "Open Fun School Project" is another example of sports' ability to create a platform for building social networks among former warring communities in Bosnia and Herzegovina. Gasser and Levinsen (2017) note that since the inception of this grassroots program in 1998, the youth football program has brought together thousands of children from once opposing communities to play football together in a peaceful environment.

As previously mentioned, sports have the capacity to transcend divisive barriers in all human societies, making it a valuable tool for conflict prevention and peace-building efforts worldwide. Sports activities are recognized for fostering a sense of unity, tolerance, and social integration, thereby reducing tension in communities globally. It not only serves as a form of entertainment but also promotes healthy and fulfilling lives, transcending age barriers. Sports can be employed as a means to control crime within a society; this can be achieved through government investments in sports by providing modern facilities in neighbourhoods and offering incentives. Such measures can redirect the energies of young individuals into constructive sporting activities, steering their attention toward positive and gainful endeavours. Supporting this notion, a program organized by the Swiss Agency for Development and Cooperation, SDP, (2018), in the slums of Medellin, Colombia, demonstrated a decrease in criminal behaviour. Similarly, another initiative in Brazil, known as Segundo Tempo, showcased how sports provided children with an escape from misery and violence. Therefore, the values and attributes advocated by sports are essential for promoting peaceful coexistence and the development of human societies in the daily lives of individuals.

Sports Economic Growth and Social Unity within a Community
Sports have evolved into a significant economic force, extending beyond recreational and entertainment purposes for both participants and spectators. It has become a lucrative global industry capable of making meaningful contributions to a society's economic development. Sports have opened up additional revenue streams for societies through the manufacturing of sporting goods such as sports apparel, soccer balls, tennis equipment, rugby gear, baseball equipment, and other sports-related merchandise or franchises within the sports industry. The production of these goods generates millions of dollars annually for manufacturing companies, leading to the creation of millions of direct and indirect job opportunities worldwide. This growth has also prompted the development of sports-related services and infrastructure required for hosting sporting events. As noted by Head (2016), the sports equipment manufacturing industry is estimated to be worth $13.5 billion and continues to expand globally.

Furthermore, sports have emerged as a significant source of income for young individuals worldwide. For example, an average footballer playing in a major European league can earn between £10,000 to as much as £600,000 per week, translating to £2.4 million per month or £28.8 million annually. Nigerian footballers and other sports personalities like Kanu Nwankwo, Austine "Jay Jay" Okocha, Finidi George, Julius Aghahowa, Wilson Oruma, John Mikel Obi, Odion Ighalo, Ahmed Musa, Kelechi Iheanacho, Wilfred Ndidi, and the world champion boxer Anthony Joshua, among many others, have accumulated substantial wealth through their involvement in sports worldwide. The earnings of these athletes who ply their trade both domestically and abroad contribute significantly to Nigeria's foreign exchange earnings. Many of them invest their earnings in the local economy, creating job opportunities for young men and women and paying taxes to the government, thereby making a dual-fold contribution to the economy.

Moreover, sports have created direct and indirect employment opportunities across Nigeria in both the formal and informal sectors of the economy. These job opportunities manifest in various forms, including the establishment of sports viewing centers where people pay to watch live foreign league matches and the sale of local and foreign league football merchandise to local fans. Betting businesses have also become an integral part of the sports industry, contributing to government revenue through taxes at both the state and federal levels.

Sports not only contribute to the local economy but also generate both direct and indirect employment opportunities for local residents. The utilization of sports as a means to achieve economic growth, infrastructure development, and global and national unity has garnered support from various organizations, including the International Football Association Federation, the International Olympics Commission, the African Union, the European Union, and the United Nations. Sport is increasingly recognized as a significant component of the evolving 'fourth pillar of development aid' (Develtere and De Bruyn, 2017). Hosting major sporting events like the Olympics or the FIFA World Cup has proven to be a major driver of infrastructure and economic development. Research on the economic and social impact of hosting such events demonstrates their positive effects on the host country's economy. For example, when France hosted the FIFA World Cup in 1998, it experienced substantial economic benefits, including increased employment (Giraud, 2016). Within the United Nations framework, the role of sports in development and national cohesion has been acknowledged for years, and sports have been formally integrated into activities aimed at achieving the Millennium Development Goals since 2019.

Sport serves as a cost-effective tool to address numerous development and peace-related challenges and contributes to the attainment of the Sustainable Development Goals (SDGs). In a developing country like Nigeria, where there are political divisions and considerable ethnic and religious diversity, sports play a crucial role in fostering national cohesion. Regardless of the region, religion, or state of origin of the players, Nigerians from all walks of life come together in strong support of their national sports teams, such as the Golden Eagles, Flying Eagles, Dream Team, Super Eagles, or female national teams. Sports, especially football, has a unifying effect on Nigerians, transcending other differences. Its impact on unity and integration in Nigeria has been so profound that Awosika (2020) cited in Okediji (2016) observed that "Sports, whether soccer or any other game, has broken down all barriers—ethnic, religious, or racial—and has served as a symbolic means of youth development. Many countries worldwide have harnessed sports to develop their youth in ways that science, religion, and politics have failed to achieve." Onifade (2021) further emphasizes that Nigeria gained prestige, status, and respect when its soccer team won the inaugural event. In 1985, Nigeria's victory in the Under-sixteen Junior World Soccer Championship in China marked a significant moment, and this trend continued when Nigeria clinched the Under-sixteen soccer championships in 1993, 2007, 2014, and 2016. These triumphs instantly propelled the players to celebrity status and transformed them from individuals with no income into millionaires. Furthermore, Nigeria's global image and prestige received a substantial boost. Many of these championship-winning players went on to secure lucrative contracts with European club teams, earning substantial wages. Consequently, they contributed to the inflow of foreign exchange into the local economy in their home country.

In conclusion, sports are more than mere games; they are a source of unity, development, and peace. They possess the unique ability to bridge divides and create a shared sense of purpose among individuals and nations. As we look to the future, harnessing the power of sports can continue to foster unity in diverse societies, drive economic growth, and contribute to the global pursuit of peace and development. Nelson Mandela's words ring true: "Sports have the capacity to change the world," and it is up to us to leverage this capacity for the betterment of humanity.

Recommendations

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The following recommendations are stated:
- ➢ Recognize the role of sports as a diplomatic tool. Governments should actively engage in sports diplomacy to resolve conflicts, improve international relations, and showcase cultural values.
- ➢ Develop youth programs that use sports as a means to empower young individuals, especially in disadvantaged areas. Such programs can provide opportunities for personal and social development.
- ➢ Provide financial literacy education to athletes to help them manage their earnings wisely and contribute to their countries' economies in a sustainable manner.
- ➢ Support initiatives that use sports as a means to promote peace in conflict-prone regions. Programs that bring together communities through sports can be instrumental in reducing tensions and fostering reconciliation.
- ➢ Launch public awareness campaigns to emphasize the importance of sports in promoting unity, development, and peace. This can encourage more active participation and support for sports-related initiatives.

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EFFECTS OF INSTRUCTIONAL VIDEO ON ENTREPRENEURSHIP EDUCATION ACADEMIC PERFORMANCE AND SATISFACTION OF PRE-SERVICE TEACHERS IN AHMADU BELLO UNIVERSITY ZARIA, NIGERIA

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Abstract
The study investigated the Effects of Instructional Video on Entrepreneurship Education Academic Performance and Satisfaction of Pre – Service Teachers in Ahmadu Bello University Zaria, Nigeria. The study had three research objectives, among which is to determine the effects of instructional video on entrepreneurship education academic performance, identify the effects of instructional video on the entrepreneurship education academic performance of Male and female pre-service teachers, and to ascertain the rate of satisfaction of entrepreneurship education pre – service teachers in Ahmadu Bello University, Zaria. Also three research questions and three hypotheses were tested at 0.05 level of

significance. The research design of the study was quasi experimental involving pre-test, post-test non control and non-randomized. A purposive sampling was used to select 200 level Business Education students and intact class of 75 pre-service teachers which comprises of 41 males and 34 females of 2021 – 2022 session from the 878 target population in the Vocational & Technical Education Department. The result from this study revealed that there was a significant difference between pre-test and post-test academic performance of entrepreneurship education pre-service teachers before and after instructional video and also the rate of satisfaction of the pre-service teachers were relatively high.

***Key words:** Instructional Video, Entrepreneurship, Performance, Satisfaction.*

Introduction

Entrepreneurship education enhances the entrepreneurial capacity of students and helps form and develop entrepreneurial intentions. The universities' educational interventions help spread entrepreneurial thinking; thus, they contribute to entrepreneurial capacity building in the economy. Entrepreneurship education, the process of knowledge, skill, competency, and attitude development, aims to maximize the effectiveness of the entrepreneurial capacity building. As a consequence of the COVID-19 outbreak digitalization of entrepreneurship education has been accelerated. Many universities and colleges have had to shift their focus to digital engagement, with online learning platforms becoming the primary mode of instruction (Nguyen & Nguyen, 2023). The advent of instructional video expands the possibilities of learning beyond specific locations and time. Chew (2008) and Carmichael (2018) posits that video-based learning is a mode of learning which does not demand learners to be in a specific location of study. This makes educational content (such as concepts and ideas) available for learning all day and may be tailored to match the needs of individual students. Videos can combine multimedia elements such as audio, graphics, texts, and images to engage different senses while learning. The use of videos (particularly with graphics/visuals) makes a significant difference in students' assessments of their likely learning performance, their attention, interest, and engagement levels.

Gender has been identified as one of the factors influencing students' performances in sciences. However, Olson (2002) reported females performed better when taught mathematics using collaborative learning. But, Khairulanuar, Nazre, Sairabanu, and Norasikin (2010) found gender differences in favour of male students. Also, Annetta, Mangrum, Holmes, Collazo and Cheng (2009), reported that gender had no effect on academic performance of students in collaborative learning. All these contradictory findings have necessitated the inclusion of gender as one of the moderating variables for this study.

Satisfaction, according to Chen (2008) in general is the feeling of difference between prior expectations and perceived achievement. Adegoke (2011) defines learning satisfaction as a student's overall positive assessment of his or her learning experience. Satisfaction can be measured only after the learning activity. In the case of learning using instructional video or any e-learning technology, the most important factors, which have a positive effect on learning satisfaction, are the learner's actual performance and perceived usefulness, perceived ease of use and attitude, which are also connected to the given e-learning system or technology, measurable also after the learning activity (Chen, 2008).

Yusuf (2009) is of the opinion that based on a philosophical standpoint, instructional delivery is an instructor's personal approach to teaching based on his or her own professional identity helping to create a unique classroom culture. Delivery combines the complexities of teaching with institutional expectations and students' demand for quality instruction.

University system of education also known as post-secondary education, third level or tertiary education is an optional final stage of formal learning that occurs after completion of secondary education basically

to provide academic solutions to societal problems, create knowledge through research and preserve such knowledge for future generations. There is a concern that traditional teaching methods may not fully and effectively engage or motivate pre-service teachers in their learning process, leading to suboptimal in entrepreneurship education academic performance, lower satisfaction with the learning experience, and diminished retention rates of the pre-service teachers. As a result, there is a growing interest in understanding how instructional videos may influence these outcomes. Entrepreneurship education is critical for equipping future teachers with the skills and knowledge required to foster entrepreneurial thinking in their students. Traditional teaching approaches often result in low academic performance and dissatisfaction, which makes actualizing the vision of having technologically oriented teachers as envisaged in the National Policy on Education, may likely remain a mirage (Yusuf, 2006).

Researchers found positive relationships between students' academic performance and instructional videos. For example, the integration of instructional videos in entrepreneurship education has been proposed as a potential solution Gambari (2010), but its effectiveness in improving academic performance, satisfaction, among pre-service teachers remains uncertain. Also, Hemmer (2021) described video-based learning as a form of „learning experiences facilitated through video". When information is conveyed visually, the human mind is better able to remember it (Carmichael, 2018). As a result, video-based learning is proving to be a suitable tool for learning, with higher results than traditional learning methods. By using different media avenues, such as models, audio-visuals, audios, and presentational tools, a friendly learning environment and experience will be enabled for learners to promote knowledge acquisition. In most schools, facilities such as the TV set, DVD and most commonly the computer are widely available to display videos for learners. Whereas other instructional learning facilities such as projectors, interactive boards, and filmstrips are rarely available (Dias, 2011; Apagu & Bala, 2015).

Despite the increasing evolution in educational videos in higher institutions of learning, Oboegbulum and Godwin (2013), conducted a study on Application of ICT in management of Universities in the North Central State of Nigeria, with special consideration on ICT tools like computer, internet satellite, and other telecommunication technologies that can aid for university management in the institutions such as teaching, learning, registration and accommodation processes. The study failed to include the application of instructional videos technology. It is against this background the study aims to use the Skinner's stimulus – response – reinforcement theory to address the knowledge gap by investigating the effects of instructional video on entrepreneurship education outcomes among pre-service teachers in Ahmadu Bello University Zaria, providing valuable insights for educators, policymakers, and stakeholders.

Research Questions
The study is designed to address the following questions:
1.   What are the effects of instructional video on entrepreneurship education academic performance of pre-service teachers taught technology entrepreneurship using Instructional Video based instruction in Ahmadu Bello University, Zaria?
2.   What are the effects of instructional video on the entrepreneurship education academic performance of Male and female pre-service teachers taught technology entrepreneurship using Instructional Video based instruction in Ahmadu Bello University Zaria?
3.   To what extent is the effects of instructional video on the rate of satisfaction among entrepreneurship education pre-service teachers taught technology entrepreneurship using Instructional Video based instruction in Ahmadu Bello University Zaria, Nigeria.

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

H_0^1: There is no significant difference between academic performances of pre-service teachers taught technology entrepreneurship using instructional video based instruction in Ahmadu Bello University Zaria.

H_0^2: There is no significant difference in the academic performance of male and female pre-service teachers taught technology entrepreneurship using instructional video before and after treatment in Ahmadu Bello University Zaria.

H_0^3: There is no significant difference in the satisfaction rate of entrepreneurship education pre-service teachers taught technology entrepreneurship using instructional video based instruction in Ahmadu Bello University Zaria.

Methodology

The study adopts quasi-experimental design, specifically pre-test, post-test and post-post-test design was used. The entrepreneurship education classes were given a pre-test to determine the entry level of the students. The class was taught using instructional videos packaged by the researcher. Amin (2005) claimed that quasi experimental design is the most appropriate for the study that involves treatment. The quasi experimental design is symbolically represented in figure 1
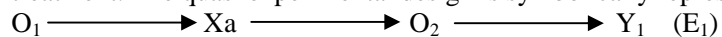
$O_1 \longrightarrow Xa \longrightarrow O_2 \longrightarrow Y_1 \quad (E_1)$

Figure 1: Illustration of quasi-experimental design for the study

Where; O_1, represent the pre-test scores for experiment class E_1, Xa represent treatment for experiment class 1 (using instructional video). While O_2 represent post-test scores for experimental class, E_1. While Y_1 represent post post-test (retention) scores for experiment class.

The population of this study is made up of all pre – service teachers of Ahmadu Bello University Zaria. The students in this category have fair experience in teacher training and education and could make a better judgment. The total number of the population size is 11050. Table 1 shows the distribution of the population of study. A purposive sampling technique was used in selecting intact class of students totaling 75 with 41 males and 34 females, and this is to avoid disruptions in the normal routine class activities, and because the sampled students are trained to train others at various levels of education.

The instructional content was developed by the researcher based on the content of the university entrepreneurship education (200 levels) curriculum, GNS 211: Technology Entrepreneurship (Concept of entrepreneurship, Technology entrepreneurship, Types of Technopreneurship, Technology revolution, Industrial revolution, Idea generation, Knowledge, Types of Knowledge, Diffusion theory of adoption). Instructional video package using the above contents was designed and developed by the researcher. The researcher prepare the videos by writing lesson plans for (GNS 211) and shared the access link to the students through the entrepreneurship education class WhatsApp platform for (GNS 211). The treatment is Instructional Video Package using LOOM open source software that was adapted by the researcher; a script was prepared and developed by the researcher for each instructional video used for the entrepreneurship education pre-service teachers to suit the research purpose. The features of instructional video package made accessible via a link shared to the students and easy to navigate, comment, ask questions, and give feedbacks on desktop, laptops and smart phones.

The developed Instructional Video Package was given to the supervisor and two other instructional technology experts to determine the appropriateness of the instruction in terms of legibility, navigation, interface, functionality, packaging, visual display, audio, and clarity. Their suggestions and recommendations were used for modifying the instruction.

To determine the reliability of the test instruments; Entrepreneurship Performance and Satisfaction Test (EPST) and Entrepreneurship Satisfaction Questionnaire (ESQ), the researcher used test-retest method which was administered after two (2) weeks interval. The scores of the test-retest were subjected to Person Product Moment Correlation. Result of the data analysis gave reliability coefficient value of 0.82 for Entrepreneurship Performance and Satisfaction Test (EPST) and 0.94 for Entrepreneurship Satisfaction Questionnaire (ESQ). This high coefficient value indicated that the instruments are reliable for the study.

Answering Research Questions
The Research questions of this study was tested using descriptive statistics.

Question One: What are the effects of instructional video on the entrepreneurship education academic performance of pre-service teachers in Ahmadu Bello University, Zaria.

Table 1: Descriptive Statistics on Academic Performance
Group Statistics

		N	Mean	STD	STER	Mean Difference	Remarks
Mean Performance	Pretest	75	62.64	17.08	1.972	8.346	Post test has higher scores than the pre test scores
	Posttest	75	70.98	12.663	1.46		

Table 1 shows outcome of mean and standard deviation statistics that revealed that difference exist between pre-test and post-test entrepreneurship education academic performance of pre-service teachers before and after instructional video.

Question Two: What are the effects of instructional video on the entrepreneurship education academic performance of Male and female pre-service teachers in Ahmadu Bello University, Zaria?

Table 2: Descriptive statistics on academic performance of Male and female pre-service teachers
Group Statistics

Variable	Gender	N	Mean	STD	Remark
Performance	Male	41	67.24	11.624	0.725
	Female	34	66.29	11.587	

Table 2 shows descriptive mean and standard deviation statistics that revealed that there is no difference between male and female pre-service teachers' entrepreneurship education entrepreneurship education entrepreneurship education academic performance on instructional video in entrepreneurship education.

Question Three: To what extent is the satisfaction rate of video conferencing among pre-service teachers in Ahmadu Bello University, Zaria?

Research question four will be answered using descriptive statistics.

Table 3: Satisfaction rate of instructional video

S/No	Items	SA	A	D	SD	Mean	STD
1.	Instructional video technologies has significantly changed my learning experience	37	38	0	0	3.493	0.503
2.	Video conferencing Technology facilitates has enhanced my learning interaction and collaboration skills	15	58	02	00	3.173	0.446

3.	Application of instructional video in teacher training are generally positive to me.	33	35	7	00	3.346	0.647
4.	Instructional video Technologies gives me confidence in innovative teaching practices.	23	39	6	7	3.040	0.876
5.	Instructional videos have helped me to understand the subject entrepreneurship.	13	55	0	7	2.986	0.7474
6.	The time allowed for the video lesson was quite sufficient for me.	11	24	26	14	2.426	0.961
7.	The application of video conferencing facilitates provides me with the linkage of theory and practice in teacher education	16	45	0	14	2.840	0.973
8.	Instructional video platform provides me with comfort in learning.	20	41	0	14	2.893	1.007
9.	The proposed time for start of the class was satisfactory to me.	11	42	2	20	2.586	1.040
10.	Instructional video sessions stimulates my interest in the entrepreneurship subject.	30	31	0	14	3.026	1.077
	Cumulative Mean					*2.980*	

Decision Mean =2.50

Table 3 shows the level of the satisfaction rate of video conferencing among pre-service teachers in Ahmadu Bello University, Zaria, is very high. This is because their overall/cumulative mean agreement of 2.98 is higher than the 2.50b decision/standard mean. Specifically, Many opined that Instructional video technologies has significantly changed their learning experience, as this view had the highest mean response of 3.49 as details showed that 37 strongly agree and the rest 38 agreed. In the same vein most opined that Application of instructional video in teacher training are generally positive to them, attracted the second highest mean of 3.35 as details showed that while 33 strongly agree, 35 agreed as against the rest 7 that disagreed. In summary, The level of the satisfaction rate of video conferencing among pre-service teachers in Ahmadu Bello University, Zaria, is very high, especially Instructional video technologies has significantly changed their learning experience and Application of instructional video in teacher training are generally positive to them.

Testing of Hypotheses
The Hypothesis of this study was tested as follows:

Hypothesis One (H_0^1): There is no significant difference between pre-test and post-test entrepreneurship education academic performance of pre-service teachers before and after instructional video.

The hypothesis one (H_{01}) was tested using pared sample t-test at 0.05 level of significance. The pared sample t-test was used to determine whether or not a significant difference exist between the pre – service teachers' pre-test and post-test scores.

Table 4: Paired sample t-test statistics on Entrepreneurship Education Academic Performance
Group Statistics

		N	Mean	STD	Df	T comput	T critical	P
Mean	Pretest	75	62.64	17.08	74	3.748	1.96	0.000
Performance	Posttest	75	70.98	12.663				

P = 0.00 < 0.05, t computed = 3.75 > 1.96 at df 74

Table 4 shows that the results of the paired sample t test statistics between pre-test and post-test entrepreneurship education academic performance of pre-service teachers before and after instructional video revealed that significant difference exist between pre-test and post-test entrepreneurship education academic performance of pre-service teachers before and after instructional video. Reason being that the calculated p value of 0.000 is lower than the 0.05 alpha level of significance and the computed t value of 3.748 is greater than the 1.96 t critical at df 74. Their mean performance on instructional video are 62.64 and 70.98 at pre test and post test respectively with a mean difference of 8.346 at the post test level after the exposure to the instructional video in entrepreneurship education. This shows that the instructional video in entrepreneurship education is very effective for the performance of the pre service teachers.

Hypothesis Two (H_0^2): There is no significant difference between male and female pre-service teachers' entrepreneurship education academic performance on instructional video.

The hypothesis three (H_{02}) was tested using independent sample t – test to compare the mean scores of the independent variables of male and female pre – service teachers in Ahmadu Bello University, Zaria.

Table 5: Independent t-test Statistics on Male and Female Pre-Service Teachers' Entrepreneurship Education Academic Performance

Group Statistics

Variables	Gender	N	Mean	STD	Df	T comput	T critical	P
Mean Performance	Male	41	67.24	11.624	73	0.353	1.96	0.725
	Female	34	66.29	11.587				

P = 0.73 > 0.05, t computed = 0.35 < 1.96 at df 73

Table 5 shows that the results of the independent t test statistics of male and female students exposed to the instructional video on entrepreneurship education pre – service teachers revealed that there is no significant difference between male and female pre-service teachers' entrepreneurship education academic performance on instructional video.

Hypothesis Three (H_0^3): There is no significant difference in the satisfaction rate of entrepreneurship education pre-service teachers in Ahmadu Bello University, Zaria.

Table 6: Non parametric Kolmogorov-Smirnov Test difference in the satisfaction rate of entrepreneurship education pre-service teachers taught technology entrepreneurship using instructional video based institution in Ahmadu Bello University, Zaria

NPar Tests

		Descriptive Statistics					
	N	Mean	Std. Deviation	Absolute	Positive	Negative	p
Satisfaction	75	29.8133	6.19872	0.261	0.175	-0.261	0.000

P = 0.000 < 0.05

Table 6 results of the Non parametric Kolmogorov-Smirnov Test revealed that significant difference exist in the satisfaction rate of entrepreneurship education pre-service teachers taught technology entrepreneurship using instructional video based institution in Ahmadu Bello University, Zaria. Reasons being that the calculated p value of 0.000 is below the 0.05 alpha level of significance and the mean differences among the pre-service teachers taught technology entrepreneurship using instructional video based institution in Ahmadu Bello University, Zaria was put at 29.8133 and standard deviation of 6.198.

Table 7: Paired sample t-test statistics on Entrepreneurship Education Academic Performance Group Statistics

		N	Mean	STD	Df	T comput	T critical	P
Mean	Pretest	75	62.64	17.08	74	3.748	1.96	0.000
Performance	Posttest	75	70.98	12.663				

P = 0.00 < 0.05, t computed = 3.75 > 1.96 at df 74

Table 7 shows that the results of the paired sample t test statistics between pre-test and post-test entrepreneurship education academic performance of pre-service teachers before and after instructional video revealed that significant difference exist between pre-test and post-test entrepreneurship education academic performance of pre-service teachers before and after instructional video.

Discussion
This study revealed that pre-service teachers taught technology entrepreneurship using instructional video package have significantly improved entrepreneurship education academic performance. This could be attributed to the provisions of instructional video package platforms which provide opportunities for both student and teachers to enhance learning engagement such as students' interactions with videos that allows them view, review, re-review until they understand the concept taught by the instructor, provide assignments on video, provide feedback and encourage effective discussions with students'. The findings is in agreement with Nagy, (2018) who conducted a research on "Evaluation of Online Video Usage and Learning Satisfaction: An Extension of the Technology Acceptance Model" and whose findings and results confirmed that perceived usefulness, attitude, and internet self-efficacy had a direct effect on the video usage.

Similarly the findings of the study revealed that male pre-service teachers taught technology entrepreneurship using instructional video based instruction did not differ significantly in their academic performance with their female counterparts. The finding of the analysis of the research question two shows that there is no difference between male and female pre-service teachers' entrepreneurship education academic performance on instructional video, implying that the instructional video in entrepreneurship education is gender. This findings is in conformity with Adeyemi (2008) who reported that gender had no effect on academic performance of students using instructional videos.

The findings of the study also showed that the level of satisfaction rate of instructional video among entrepreneurship education pre-service teachers in Ahmadu Bello University, Zaria, is very high. Specifically, many opined that an Instructional video technology has significantly changed their learning experience. Learning satisfaction was directly influenced by learner-learner interaction, perceived ease of use, and learning performance. This finding is in conformity with Nagy, (2018) who conducted research on "Evaluation of Online Video Usage and Learning Satisfaction: An Extension of the Technology Acceptance Model" and whose findings and results confirmed that perceived usefulness, attitude, and internet self-efficacy had a direct effect on the video usage.

Conclusion
Based on the findings of this study it could be deduced that Instructional Video based instruction had demonstrated the potential of enhancing entrepreneurship education outcomes among pre-service teachers. The findings also showed a gender friendly instruction in instructional video, and also inform instructional design decisions, teacher training programs, and policy revisions, contributing to evidence-based practices in instructional technology. It is therefore, concluded that the teaching of Technology Entrepreneurship with instructional based Instruction Package increases the academic performance, satisfaction, and retention of entrepreneurship education pre-service teachers in Ahmadu Bello

University, Nigeria. The satisfaction rate of video conferencing among pre-service teachers in Ahmadu Bello University, Zaria, is very high.

Recommendations

The following recommendations were made based on the findings of the study;

i. Pre-service teachers should be enlightened and encouraged to make use of Instructional Videos in learning and teaching, and this can be achieved through interactions with the students using media platforms like YouTube and other social media platforms.

ii. The Instructional video was found not to be gender baize, and it can benefit both males and female pre-service teachers. Therefore, pre-service teachers irrespective of gender should be encouraged to use instructional videos in learning and teaching.

iii. The level of satisfaction rate on Instructional video among entrepreneurship education pre-service teachers in Ahmadu Bello University, Zaria, is very high. Therefore, the use of instructional video in teacher education should be strictly encouraged through reward system of participation in training programs.

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INFLUENCE OF PRINCIPALS' SUPERVISORY ROLESON TEACHERS' INSTRUCTIONAL EFFECTIVENESS IN MALUMFASHI ZONAL EDUCATION QUALITY ASSURANCE KATSINA STATE, NIGERIA

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Abstract

This paper surveyed influence of Principals' Supervisory Roles on Teachers' Instructional Effectiveness in Secondary Schools in Malumfashi Zonal Education Quality Assurance Katsina State, Nigeria. Two research questions were raised in line with the stated objectives and two null formulated hypotheses. The study adopted Descriptive Survey Design. The population for the study comprised 363 Public Senior Secondary Schools Teachers, 130 Parents-Teachers Association (PTA) ex-officio, 130 School-Based Management Committee (SBMC) ex-officio and 15 Malumfashi Zonal Education Quality Assurance (MZEQA) officials in Katsina State. A stratified random sampling technique was used where 140 teachers, 50 PTA ex-officio, 50 SBMC ex-officio and 15 MZEQA officials were sampled as the respondents for the study. An adapted questionnaire developed by Maina (2014) titled; 'Principals'

Supervisory Role for Teachers' Instructional Effectiveness Questionnaire (PSRTIEQ) with two cluster question was used as instrument for data collection. The instrument was developed on five (5) Likert scales which was validated and pilot tested and the reliability indices of 0.53 and 0.62 for the clusters were obtained respectively using Cronbach Alpha Technique. Descriptive Statistics of Frequency counts, Percentage, Mean and Standard Deviations as well as Inferential Statistic of ANOVA were employed for data Analysis. The data was processed with the aid of Statistical Package for Social Science (SPSS) version 23.0. The findings revealed that Public Secondary Teachers' classroom instructions become effective when Principals or School Administrators adopt effective supervisory technique of classroom visitation/observation to ensure quality instructions in the school system; and principals' supervisory role of records-checking makes public senior secondary schools teachers' classroom instructions become effective in terms of academic activities. Therefore, the study made the recommendations that; the school Principals in Malumfashi Zonal Education Quality Assurance should maintain supervisory role of classroom visitation or observation to teachers' instructional delivery and provide them with professional guidance and assistance where necessary as this will go a long way to enhancing teaching and learning for the general effectiveness of the school system; and principals in Malumfashi Zonal Education Quality Assurance should maintain an effective supervisory role in record keeping as this will go a long way to enhancing academic excellence and their instructional effectiveness.

Introduction

In any organization, supervision is the basis where by goals are attained and used to maintain standard and improve the quality of teaching and learning for the teachers and students. The principal as a leader of group of teachers and non-teaching staff in the school system has the function of interacting with both the groups in order to improve the learning situation for the students through instructional supervision. Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004); It is also seen as those activities carried out by principal to improve instruction at all levels of the school system (Dittimiya, 1998). The principal supervises the heads of departments by checking their scheme of work and lesson notes, making sure they go to classes regularly, checking absenteeism, rewarding hardworking teachers, and punishing the indolent ones, assigning administrative duties to them and encouraging them to do the right things at the right time. He/she provides the materials for effective discharge of assigned duties and he encourages experimentation. All these are also inputs into the standard of education. Quinn (2002) points out that principal are responsible for informing teachers about new educational strategies, technologies and tools that apply to effective instruction. Therefore, it is evident that pre-eminent in the Principal's role as an instructional supervisor is his/her ability to motivate and inspire teachers with the end goal of exerting a positive influence on instructional practice and ultimately learners' achievement.

The National policy on Education (2004), states that, to ensure quality control in education, it is necessary to have good teachers and supervisors. The primary responsibility of the supervisors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations. The Ministry of Education appoints Principals to improve and maintain standard in schools. This is done through their supervisory functions. It is unfortunate despite such efforts by education boards, that pressures have been mounted for quality provision of education particularly in secondary schools in Nigeria. It seems that many Principals have not considered their styles of supervisory procedure for quality education provision and teachers' instructional effectiveness in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Gronn, 2000; Adeyemi, 2004). As

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such, supervisory management style occupies an important position in school management in Nigerian schools.

Therefore, school principals are in unique positions as the Managers or Administrators who control schools' resources for the purpose of attaining organizational goals. Principals' supervisory responsibility of ensuring that educational objectives are achieved by many is one of the determining factors in students' performance. It is through supervision that a particular principal can ensure that the standards are not only maintained but improved upon to achieve expected and stated educational goals and objectives. Effective supervision by principal is therefore necessary in order to enhance the quality of instruction in school which consequently leads to improved performance of students. Hoy and Hoy (2009) states that the logic of this position is that an orderly school environment, that is efficient and well managed, provides the preconditions for enhanced student learning. Effective instructional leadership is generally recognized as the most important characteristic of school administrators. In particular Ukeje (1992) notes that a more thorough supervision has become imperative because of the fast increasing enrolment rate in schools without a corresponding increase in the number of facilities and qualified teachers. Poor academic performance of students could perhaps be the result of inadequate supervision of principals of secondary schools in Nigeria. The absence of effective supervision may lead to many problems in the school system such as; irregular attendance to classes by students and teachers, wastage of human and material resources and general indiscipline in the school (Ezeocha, 2004). Moreover, it has been observed that many principals have neglected their supervisory duties in the following areas; checking class attendance of teachers and students, class visitation, identifying and guiding incompetent teachers and in assessing the tone of the school. This results in truancy on the part of teachers and students in many public schools.

Principals' classroom visitation refers to a process by which the principal as a supervisor visits the classroom to observe the teacher and students in action. According to Igwe (2001) classroom visitation is a procedure by which the educational leader who possesses wisdom can be of great assistance in aiding the teacher to improve both his instructional techniques and the learning process of the student. The main purpose of the principals' classroom visitation according to the definition is for the improvement of the teaching/ learning process. To successfully carryout the classroom visitation however, the visit has to be planned. Igwe (2001) noted that teachers are always fearful and scared of supervision and as such do not take it in good faith. Since supervision is inevitable, it behooves the supervisor to plan his visitation together with the teacher to dispel teachers' fear and anxiety.

To carry out a successful and harmonious visitation, Ezeocha (1995) advocated the following strategies: existence of good rapport between teachers and supervisor, so that the latter would not be seen as an enemy; the supervisor should carefully prepare the visit and should enter the classroom as unobtrusively as possible; a conference should precede and follow the visit; the supervisor should concentrate on the total learning situation, students – teacher behavior and the attitude of the students; visitation should be at the approval of the teacher; the supervisor should attempt to discover strong points in the learning situation, discuss the past during conference and give credit where it is due; and the supervisor should never openly show disapproval of what happens in the classroom, rather, should make complimentary remarks before leaving the classroom. Peretomode (2001) advocated mutual teachers–supervisor relationship during classroom observation. The implication according to him was that before engaging him in a pre-visit conference which might also be instrumental in dispelling teacher apprehension of the forth-coming visit and could provide the principal with the teachers' intentions so that both could share a framework of meaning and understanding of the teachers' reasoning premises, doubts and explicit professional motives. Apart from the pre-visit conference, other facets of classroom visitation would be real observation period and the post visit conference. Since the supervisor observes the lesson so that he may later analyze it with the teacher, Lovell and Kimball (2005) pointed out that it is crucially important

that the data constitute a true, accurate and complete representation of what took place. This would be so because, if the data was seriously distorted, then the whole exercise becomes worthless. The relationship between teachers' and students is another important area that the supervisor would pay attention to during classroom visitation if teachers' job performance should be improved upon. Besides, the use of classroom visitation technique for the enhancement of teachers' job performance demands more time from principals. The principal should also consider instruction improvement as a top priority in statutory role. It became rather unfortunate that many principals never spend much time in visiting classes for the purpose of supervision.

In every educational setting, information is very crucial for day-to-day operation. School records are very important in the administration of schools, and as such require serious attention for effective and efficient administration of schools at every level of the educational sector. The keeping of records in school as entrenched in the Public Education Edict 1974 carries penalties for those who fail to keep them. School records are information banks of what has been done or known, of what is to be done and how things are to be done (Koko & Nwiyi, 2006). School records provide useful source of information not only for the schools but also for the large society, and without record keeping knowledge and learning would be hampered (Amirize, 2000). The school records include, Diaries, log book, teacher's attendance register, staff movement book, visitor's book, admission register, student attendance register, lesson note, among others. The school administrator is therefore compelled to keep and update these records for administrative convenience. This will enhance the performance of teachers because their movement in and out of the school is being monitored. The lesson note and diaries are also looked into as to ascertain whether the teacher is teaching the right thing or not. Achuonye and Nwiyi (2010) suggested that school principals should improve in keeping their records through the use of information and communication technology for effective and efficient administration of the school. According to them this strategy will enhance the effectiveness of the teachers in performing their duties. It is the principal's responsibility to guide and direct students in the process of implementing the curriculum and ensures that facilities for teaching and learning are in order and utilized effectively (Achunine, 1998).

Teachers' instructional effectiveness refers to the broad range of knowledge, preparation, skills, and attitudes that result in effective teaching and student learning. Instructional effectiveness is a complex construct and includes numerous dimensions, behaviors, skills, and characteristics. Teaching approaches, course modality, course material, learning activities, and assignments should be aligned with student preparation, course level (introductory, intermediate, advanced, graduate), and skills required for students to demonstrate accomplishment of intended student learning outcomes. No school can succeed in a situation where a principal does not constantly check the work of his subordinates. This is so because the main purpose of appointing principals to head schools is to give leadership in the teaching and learning process. Therefore, the quality education may be seen largely as product of the efforts of the principals in the discharge of their primary responsibilities in collaboration with teaching, non-teaching staff and students. It is against this backdrop that the present study is set to survey the influence of principals' supervisory roles on teachers' instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance Katsina State, Nigeria.

Objectives of the Study
The following objectives were formed to guide the study to:
1.   Determine the influence of Principals' classroom visitation role on Teachers' Instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance; and
2.   Examine the influence of Principals' records-checking role on Teachers' Instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance.

Research Questions

The following research questions were raised for the study:
1.   To what extent does Principals' classroom visitation role influence Teachers' Instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance?
2.   To what extent does Principals' records-checking role influence Teachers' Instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance?

Research Hypotheses
The following null hypotheses were formulated to guide the study; to be tested at (0.05) level of significance, there is no:
H0[1]:   There is no significant difference in the respondents' opinion regarding the influence of Principals' classroom visitation role on teachers' instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance; and
H0[2]:   There is no significant difference in the respondents' opinion regarding the influence of Principals' records-checking role on teachers' instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance.

Methodology
The study adopted Descriptive Survey Design. According to Afolabi (2013) Descriptive survey design is a survey design that involves gathering data about a target population from a sample and generalizing the findings obtained from the analysis of the sample to the entire population. The population of the study was 638comprising 363 teachers, 130 PTA ex-officials, 130 SBMC ex-officio and 15 Ministry of Education officials in Malumfashi Education Quality Assurance Zone. A sample size of 260 respondents as recommended by the Research Advisor (2006) table for determining sample size comprising (145) public senior secondary school teachers, fifty (50) parent-teachers association (PTA) ex-officio, fifty (50) school-based management committee (SBMC) ex-officio and fifteen (15) ministry of education (MOE) officials was used for the study. Stratified random sampling technique was used for the selection of the sampled respondents from the three strata. The respondents were classified into four strata based on the nature of their homogeneity. An adapted (structured) questionnaire tagged 'Principals' Supervisory Role for Teachers' Instructional Effectiveness Questionnaire (PSRTIEQ)' was used in the study. An educational management scholar and a statistician from the Faculty of Education, Umaru Musa Yar'adua University, Katsina validated the questionnaire which was pilot tested and the reliability indices of 0.53 and 0.62 were obtained using Cronbach Alpha Technique. Descriptive Statistics for answering the research questions and Inferential Statistics for testing the null hypotheses were employed for the analysis of the study data which was processed with the aid of Statistical Package for Social Science (SPSS). Therefore, any mean score of an item in the questionnaire that is 3.00 and above was adjudged as agreed and any mean score of an item below 3.00 was taken as disagreed. It is also adjudged that a hypothesis can be accepted when the observed P-value is greater than the Alpha of 0.05, and it is rejected if observed P-value is less than the Alpha value.

Data Presentation, Interpretation and Discussion
Research Question 1: To what extent does principals' classroom visitation role influence teachers' instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance?

Table 1: Descriptive Statistics of the Influence of Principals' Classroom Visitation Role on Teachers' Instructional Effectiveness

S/N	Item statement	Respondents	SA	A	U	D	SD	Mean	STD
1	Principal's ability to go round and monitor classroom activities enhances discipline, thereby promotes teachers' instructional effectiveness.	Teachers	441	621	107	156	148	3.53	.7965
		SBMC	27	729	5	3	6	3.56	.5672
		PTA	2	8	1	0	3	3.68	.6297
		ZEQA						3.20	.6042

#	Item	Respondent						Mean	SD
2	Principal's ability to go round and supervise classroom activities makes teachers mindful of their assigned responsibilities and this enhances their instructional effectiveness.	Teachers	571	601	118	7	106	4.01	.5968.
		SBMC	415	925	2	3	5	3.64	2753.6
		PTA	3	7	3	3	2	3.84	869.11
		ZEQA					0	4.40	52
3	Principal's ability to go round and monitor instructional activities in the class enhances teachers' lessons content coverage.	Teachers	471	622	127	114	138	3.82	.6816.
		SBMC	114	025	8	3	0	3.44	9264.3
		PTA	1	10	1	1	2	4.00	358.72
		ZEQA						3.40	42
4	Principal's ability to go round and monitor the classroom instructions enhances teachers' punctuality in the school.	Teachers	55	50	5	15	20	4.67	.9968
		SBMC	10	14	12	5	9	3.76	.0633
		PTA	13	15	11	4	7	2.86	.0531
		ZEQA	4	6	0	1	4	3.33	.1355
5	Principal's ability to go round and supervise classroom activities enables teachers' effective lesson-participation as such enhances their instructional effectiveness.	Teachers	42	62	7	15	19	4.98	.6517
		SBMC	7	11	20	4	8	2.50	.3095
		PTA	8	19	14	4	5	2.82	.1363
		ZEQA	1	9	1	1	3	3.40	.4464
6	Principal's ability to go round and monitor instructions in the school positively affects teachers' classroom management and control strategies as such enhance their instructional effectiveness.	Teachers	49	68	10	7	11	3.94	.0882
		SBMC	8	15	20	3	4	3.40	.7128
		PTA	14	17	9	6	4	3.62	.0676
		ZEQA	3	5	2	1	4	3.13	.7330
7	Principal's ability to go round and supervise teachers' instructional activities in the class enhances their classroom assessment skills.	Teachers	39	77	9	9	11	3.85	.7598
		SBMC	17	18	2	5	8	3.62	.9127
		PTA	8	21	5	5	11	3.20	.5515
		ZEQA	1	7	3	0	4	3.06	.9863
8	Principal's ability to go round and supervise teachers' instructional activities in the class enhances their mode of lessons presentation performance.	Teachers	37	59	10	11	28	3.45	.3337
		SBMC	7	13	17	5	8	3.12	.3705
		PTA	6	15	18	0	11	3.10	.1342
		ZEQA	2	10	0	1	2	3.60	.7690

Grand Mean and Standard Deviation   3.56 & 0.2878

The result in Table 1 shows that each of the items 1, 2, 3, 4, 5, 6, 7, and 8 of the influence of principals' supervisory role of classroom observation or visitation on teachers' instructional effectiveness obtained a mean score of 3.56 with corresponding standard deviation score of 0.2878 which is above the decision mean score of 3.00. The results imply that the respondents rated Principals' supervisory role of classroom observation or visitation in items 1, 2, 3, 4, 5, 6, 7 and 8 as having positive influence on Teachers' instructional effectiveness. In other words, the grand mean score is 3.56, which is above the criterion of 3.00 set for the study. Therefore, the result implies that the act of classroom observation/visitation undertaken by the school principals has positive influence on teachers' instructional effectiveness in Malumfashi Zonal Education Quality Assurance, Katsina State, Nigeria.

Research Question 2: To what extent does Principals' Records-Checking role influence Teachers' instructional effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance?

Table 2: Descriptive Statistics of the Influence of Principals' Records-Checking Role on Teachers' Instructional Effectiveness

S/N	Item statement	Respondents	SA	A	U	D	SD	Mean	STD
1.	Principal's ability to supervise students' notebooks on daily basis facilitates learning culture, thereby promotes teachers' instructional effectiveness.	Teachers	46	71	10	5	14	3.91	.5020
		SBMC	4	11	7	3	25	2.32	.6638
		PTA	5	12	17	4	12	2.88	.9424
		ZEQA	3	5	4	1	2	3.40	.0124
2.	Students attain higher academic performance due to the principal's ability to supervise their daily attendance to ensure punctuality in the school.	Teachers	60	48	5	18	14	3.84	.9682
		SBMC	8	13	17	4	8	3.18	.2306
		PTA	10	18	9	4	9	3.32	.5989
		ZEQA	1	8	2	1	3	3.20	.6214
3.	Principal's ability to timely supervise teachers' weekly dairies regulates instructional delivery, thereby promotes their instructional effectiveness.	Teachers	49	60	10	11	15	3.80	.7199
		SBMC	17	12	2	8	11	3.32	.2821
		PTA	18	15	3	5	9	3.56	.5006
		ZEQA	2	9	1	0	3	3.46	.7749
4.	Principal's ability to timely supervise teachers' lesson plan books regulates instructional delivery, thereby promotes school effectiveness.	Teachers	70	40	8	12	15	3.95	.7508
		SBMC	4	11	14	10	11	2.74	.7241
		PTA	10	16	3	8	11	3.00	.2685
		ZEQA	5	6	2	1	1	3.86	.9289
5.	Principal's ability to timely supervise teachers' time book regulates instructional delivery, thereby promotes their instructional effectiveness.	Teachers	45	64	11	11	14	3.56	.0687
		SBMC	8	19	10	11	2	2.76	.4142
		PTA	10	16	12	4	8	2.92	.5107
		ZEQA	1	9	2	0	3	3.20	.1315
6.	Schools attain higher effectiveness when the principal actively supervise teachers' evaluation strategies.	Teachers	21	66	27	12	19	3.12	.4184
		SBMC	8	19	5	6	12	3.10	.7668
		PTA	14	20	5	4	7	3.60	.9096
		ZEQA	3	6	2	1	3	3.33	.3541
7.	Principal's ability to supervise curriculum record regulates instructional delivery, thereby promotes teachers instructional effectiveness.	Teachers	35	57	32	8	13	3.64	.5159
		SBMC	8	14	10	11	7	3.10	.4661
		PTA	8	14	9	4	15	2.92	.3054
		ZEQA	2	9	1	1	2	3.53	.5876
8.	Principal's ability to check and supervise records of extra-curricular activities enhances teachers' instructional effectiveness.	Teachers	51	59	8	12	15	3.82	.2018
		SBMC	8	17	8	8	9	3.14	.4904
		PTA	3	13	17	7	10	2.84	.1730
		ZEQA	1	8	2	0	4	3.66	.3707

Grand Mean and Standard Deviation3.31&0.5054

The result in table 2 shows that each of the items 9, 10, 11, 12, 13, 14, 15, and 16 of the influence of Principals' records-checking as component of supervision on Teachers' instructional effectiveness obtained a mean score of 3.31 with corresponding standard deviation score of 0.5054 which is above the decision mean score of 3.00. The above results imply that the respondents rated Principals' Supervisory

Technique of Records-Checking in items 9, 10, 11, 12, 13, 14, 15, and 16 as having positive influence on Teachers' Instructional Effectiveness. In other words, the grand mean score is 3.31, which is above the criterion of 3.00 set for the study. Therefore, the result implies that the act of records-checking undertaken by the school principals has positive influence on teachers' instructional effectiveness in Malumfashi Zonal Education Quality Assurance, Katsina State, Nigeria.

Hypothesis One: There is no significant difference in the respondents' opinion regarding the influence of Principals' classroom visitation role on Teachers' Instructional Effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance. The detail of the result was presented in table 3.

Table 3: One Way Analysis of Variance (ANOVA) on the Effect of Principals' Classroom Visitation as Component of Supervision on Teachers' Instructional Effectiveness

Source of Variation	Sum of Squares	df	Mean Square	F	Sig (P)	Decision
Between Groups	201.287	2	100.64	7.393	.631	Ho_1 Accepted
Within Groups	4056.700	293	13.61			
Total	**4257.987**	**295**				

*Significant at $p \leq 0.05$ level of significant

The table 3 presents analysis of variance of difference in the respondents' opinion regarding the influence of Principals' classroom visitation as component of Supervision on Teachers' Instructional Effectiveness in Malumfashi Zonal Education Quality Assurance. The result indicated that the sum of square between the groups is 201.287; sum of square within the group is 4056.700. While, mean sum of square within group is 100.64 and between the groups is 13.61. The F-value recorded was 7.39 and P-value observed at 0.05 level of significance is .631. Therefore, P-value is greater than Alpha value. Since the observed P-value is greater than Alpha value, the hypothesis which states that there is no significant difference in the respondents' opinion regarding the influence of principals' classroom visitation role on Teachers' Instructional Effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance is retained. Thus, this implies that there is no significant difference in the respondents' opinion regarding the influence of Principals' Classroom Visitation role on Teachers' Instructional Effectiveness in Secondary Schools in Malumfashi Zonal Education Quality Assurance.

Hypothesis Two: There is no significant difference in the respondents' opinion regarding the influence of Principals' Records-Checking role on Teachers' Instructional Effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance. In testing this hypothesis, inferential statistics of ANOVA was employed and processed on SPSS (Version 23). The detail of the result was presented in table 4.

Table 4: One Way Analysis of Variance (ANOVA) on the Effect of principals' Records-Checking as Component of Supervision on Teachers' Instructional Effectiveness

Source of Variation	Sum of Squares	df	Mean Square	F	Sig (P)	Decision
Between Groups	51.792	2	25.896	1.245	.289	Ho_2 Accepted
Within Groups	6198.009	293	20.799			
Total	**6249.801**	**295**				

*Significant at $p \leq 0.05$ level of significant

The table 4 presents analysis of variance of difference in the respondents' opinion regarding the influence of Principals' Records-Checking as component of Supervision on Teachers' Instructional Effectiveness in Malumfashi Zonal Education Quality Assurance. The result indicated that the sum of square between the groups is 51.792; sum of square within the group is 6198.009. While, mean sum of

square within group is 20.799 and between the groups is 25.896. The F-value recorded was 1.245 and P-value observed at 0.05 level of significance is .289. Therefore, P-value is greater than Alpha value. Since the observed P-value is greater than Alpha value, the hypothesis which states that there is no significant difference in the respondents' opinion regarding the influence of Principals' Records-Checking role on Teachers' Instructional Effectiveness in Secondary Schools in Malumfashi Zonal Education Quality Assurance is retained. Thus, this implies that there is no significant difference in the respondents' opinion regarding the influence of Principals' Records-Checking role on Teachers' Instructional Effectiveness in secondary schools in Malumfashi Zonal Education Quality Assurance.

Discussion of the Findings
The finding revealed that Principals' Supervisory Technique of Classroom Visitation has positive effect on school effectiveness in Malumfashi Zonal Education Quality Assurance. The respondents' response rate of 3.56 falls above the criterion mean of 3.00. This implies that the respondents rated that the Principals' Supervisory Technique of classroom observation or visitation positive influence to Teachers' Instructional Effectiveness. In other words, the respondents maintained that principal's supervisory technique of classroom visitation enhances discipline among teachers, inculcates spirit of being punctual to school, active participation in classroom instructions, thus making them attain good results in continuous assessment as well as in end-of–term examination. This finding supports the result of Imo and Bassey (2015) study which revealed that the higher the principals' use of supervisory technique of classroom visitation, the higher the teachers' job performance in terms of instructional ability, classroom discipline, communication effectiveness, teaching methods and use of teaching aids. The finding is also in support of Saka (2000) who found that teachers tend to be committed to their duties when principals visit classroom regularly. His study further revealed that a principal who never visits classrooms to observe teachers encourage laziness among teachers. Based on these discussions, it is deduced that principal's supervisory technique of visiting classrooms on regular basis to observe, not only how teachers teach, but also the total learning situation and enhances school effectiveness.

It is however revealed that principals' supervisory technique of records-checking has positive influence on teachers' instructional effectiveness in Malumfashi Zonal Education Quality Assurance. In this regards, the respondents' response rate of 3.31 was statistically above the criterion mean of 3.00. This implies that the respondents rated that principals' supervisory technique of records-checking has positive effect on school effectiveness. This finding is in line with Okorie and Nwiyi (2017) whose study revealed that maintenance of effective record-keeping strategy by secondary school principals promotes teacher's effectiveness.

Conclusions
Based on the findings of the study, it is therefore concluded that:
Public Secondary School Teachers' classroom instructions become effective when Principals or School Administrators adopt effective supervisory technique of classroom visitation/observation to ensure quality instructions in the school system. Principals' supervisory role of Records-Checking makes public senior secondary schools teachers' classroom instructions become effective in terms of academic activities.

Recommendations
In line with the findings of this study, it is recommended that the:
i.   Principals in Malumfashi Zonal Education Quality Assurance should maintain supervisory role of classroom visitation or observation to teachers' instructional delivery and provide them with professional guidance and assistance where necessary as this will go a long way to enhancing teaching and learning for the general effectiveness of the school system.

ii.   Principals in Malumfashi Zonal Education Quality Assurance should maintain an effective supervisory role in record keeping as this will go a long way to enhancing academic excellence and their instructional effectiveness.

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EFFECTS OF MULTIMEDIA-BASED INSTRUCTIONAL STRATEGIES ON STUDENTS' COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR LEARNING OUTCOMES: A QUASI-EXPERIMENTAL STUDY

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Abstract

This study investigates the effects of multimedia-based instructional strategies on the cognitive, affective, and psychomotor learning outcomes of secondary school students in Kano. Employing a quasi-experimental design, the research involved a sample of 200 students divided into experimental and control groups, with data collected through pre-tests and post-tests across three domains. The results indicate that multimedia instruction significantly enhances cognitive outcomes, fostering better understanding and retention of knowledge. Also, students exposed to multimedia resources reported higher levels of motivation and engagement, positively impacting their affective learning outcomes. The study revealed substantial improvements in psychomotor skills among those who participated in

multimedia-based learning. The multivariate analysis of variance (MANOVA) confirmed that the combined effects of multimedia strategies outperformed traditional methods across all learning domains. These findings underscore the importance of integrating multimedia tools in educational practices to promote comprehensive student development. The study advocates for further exploration of multimedia's long-term benefits and its application in diverse educational contexts.

Introduction

The rapid development of technology has transformed various sectors, including education. Multimedia-based instructional strategies have gained significant attention as an innovative approach to enhance teaching and learning processes. Unlike traditional methods that rely primarily on text-based materials, multimedia integrates visual, auditory, and interactive elements to provide a richer learning experience. Mayer's Cognitive Theory of Multimedia Learning (2009) supports the idea that learners can better understand and retain information when it is presented in a multimodal format, combining words and images rather than words alone. This concept has led to increased use of multimedia in educational settings, with studies showing its potential to improve students' engagement and comprehension across various subjects (Clark & Mayer, 2016).

However, the effectiveness of multimedia-based instructional strategies on different learning domains—cognitive, affective, and psychomotor—remains an area of active inquiry. Cognitive learning outcomes, which involve knowledge acquisition and intellectual skills, have been the primary focus of multimedia research, with positive results indicating improved student performance (Moreno & Mayer, 2007). The affective domain, related to attitudes, motivations, and emotions, is also crucial, as emotional engagement can significantly influence learning retention (Picard et al., 2004). The psychomotor domain, which includes the development of physical skills, is less frequently studied, but multimedia has been proposed as a tool to enhance practical skill acquisition through simulations and interactive tools (Yusuf & Afolabi, 2010).

In the context of secondary education, where students face increasing academic demands and require diverse instructional strategies to meet their learning needs, multimedia tools offer a promising solution. As schools adopt blended learning models and seek to integrate technology into the curriculum, evaluating the effectiveness of multimedia-based strategies becomes essential. Research indicates that multimedia can address various learner preferences and improve overall classroom engagement, leading to better learning outcomes in specific subjects such as science, mathematics, and languages (Shah & Freedman, 2003). However, empirical studies assessing the impact of these strategies on secondary school students' learning outcomes across multiple domains are limited, highlighting the need for further research.

This study aims to bridge this gap by conducting a quasi-experimental investigation into the effects of multimedia-based instructional strategies on students' cognitive, affective, and psychomotor outcomes. Employing a rigorous analytical approach using Multivariate Analysis of Variance (MANOVA), the study seeks to determine whether multimedia instruction significantly enhances learning across these domains compared to traditional instructional methods. The findings will provide insights into how multimedia can be effectively incorporated into secondary education to improve overall student performance and engagement (Clark & Mayer, 2016; Moreno & Mayer, 2007).

Problem Statement

Despite the growing integration of multimedia-based instructional strategies in education, there remains a gap in understanding their comprehensive impact on students' learning outcomes, particularly in secondary education. While previous studies have demonstrated positive effects of multimedia on

cognitive learning (Moreno & Mayer, 2007), limited attention has been given to its influence on the affective and psychomotor domains. Furthermore, much of the existing research lacks rigorous experimental designs that address the simultaneous effect of multimedia instruction on these three critical learning domains. In secondary schools, where diverse learning needs must be met, educators require evidence-based approaches that effectively enhance both academic and skill-based performance. The lack of empirical data on how multimedia tools impact cognitive, affective, and psychomotor outcomes, particularly in comparison to traditional teaching methods, leaves educators with insufficient information to make informed pedagogical decisions. This study addresses this gap by employing a quasi-experimental design and multivariate analysis of variance (MANOVA) to assess the overall effectiveness of multimedia-based instructional strategies on these three learning domains, providing a holistic evaluation of their impact on student learning in secondary education.

Purpose of the Study
The purpose of this study is to evaluate the effectiveness of multimedia-based instructional strategies on secondary school students' cognitive, affective, and psychomotor learning outcomes. The study aims to determine whether multimedia-based instruction produces significant improvements in these domains compared to traditional teaching methods. Using a quasi-experimental design and multivariate analysis of variance (MANOVA), this study seeks to provide empirical evidence that multimedia strategies can enhance student learning across multiple areas simultaneously, thereby offering insights into how technology can be better integrated into secondary education to foster overall academic and skill development.

Research Questions
1.   What is the effect of multimedia-based instructional strategies on the cognitive learning outcomes of secondary school students?
2.   How do multimedia-based instructional strategies impact the affective learning outcomes of secondary school students?
3.   What is the effect of multimedia-based instructional strategies on the psychomotor learning outcomes of secondary school students?
4.   How do the cognitive, affective, and psychomotor learning outcomes compare between students exposed to multimedia-based instruction and those exposed to traditional instruction methods?

Hypotheses
$H0^1$:   Multimedia-based instructional strategies will have a statistically significant positive effect on secondary school students' cognitive learning outcomes compared to traditional instruction methods.
$H0^2$:   Multimedia-based instructional strategies will result in statistically significant improvements in students' affective learning outcomes compared to traditional instruction methods.
$H0^3$:   Multimedia-based instructional strategies will significantly enhance secondary school students' psychomotor learning outcomes compared to traditional instruction methods.
$H0^4$:   There will be a statistically significant multivariate effect on the combined learning outcomes (cognitive, affective, and psychomotor) of students exposed to multimedia-based instructional strategies compared to those exposed to traditional methods.

Literature Review
Instructional Technology and Multimedia-Based Instruction
Instructional technology has evolved significantly over the past decades, integrating digital tools into education to enhance teaching and learning processes. The term "instructional technology" broadly refers to the application of technological innovations, such as computers, software, and the internet, to facilitate learning and improve educational outcomes (Roblyer & Doering, 2013). The growing shift towards

digital learning environments has enabled educators to employ various technological resources, including multimedia, to make learning more engaging, interactive, and tailored to students' diverse needs. Multimedia-based instruction, a prominent form of instructional technology, incorporates text, audio, images, animations, and videos to create a more dynamic and stimulating learning experience (Mayer, 2009). This approach aligns with theories of constructivist learning, where learners actively construct knowledge by interacting with multiple modes of information rather than passively receiving content.

Multimedia-based instruction is underpinned by Mayer's Cognitive Theory of Multimedia Learning, which posits that people learn better when information is presented using both verbal and visual channels (Mayer, 2009). This dual-channel processing allows learners to better organize and integrate new knowledge, leading to improved understanding and retention. Research has consistently demonstrated the positive impact of multimedia on learning outcomes, particularly in subjects like science, mathematics, and languages (Moreno & Mayer, 2007). For instance, students exposed to multimedia content tend to outperform those receiving traditional text-based instruction in terms of comprehension and problem-solving abilities (Clark & Mayer, 2016). Furthermore, multimedia-based instruction has been shown to cater to different learning styles, offering visual, auditory, and kinaestheticlearners' diverse ways to process information.

In addition to cognitive gains, multimedia-based instruction has also been linked to improved affective outcomes, such as student motivation, engagement, and attitudes toward learning. Studies by Picard et al. (2004) suggest that multimedia, through its interactive and visually appealing content can create more emotionally engaging learning environments. This increased emotional engagement helps students sustain interest and motivation, which are critical factors for academic success. Moreover, multimedia tools, such as simulations and animations, offer real-world problem-solving experiences, thereby making abstract concepts more relatable and enhancing students' affective responses (Shah & Freedman, 2003).

However, while multimedia instruction has shown substantial benefits, challenges remain in its integration into traditional classrooms. The effectiveness of multimedia depends on how well it is designed and aligned with instructional goals (Clark & Mayer, 2016). Poorly designed multimedia can overwhelm learners' cognitive capacities, leading to cognitive overload and reduced learning efficacy. Additionally, the digital divide—where access to technology and internet resources varies significantly across regions—poses a barrier to the widespread adoption of multimedia in some educational contexts (Yusuf & Afolabi, 2010). Addressing these challenges requires ongoing research and investment in teacher training, curriculum design, and equitable access to technology to ensure multimedia-based instruction realizes its full potential in enhancing learning outcomes.

Learning Outcomes in Education
Learning outcomes are fundamental indicators of educational success, serving as measurable expressions of the knowledge, skills, attitudes, and competencies students are expected to acquire through the educational process. Defined by Biggs and Tang (2011), learning outcomes are specific, measurable, and observable behaviours that reflect students' understanding and abilities after instruction. They are often classified into three key domains: cognitive, affective, and psychomotor, as per Bloom's taxonomy (Bloom et al., 1956). The cognitive domain relates to knowledge acquisition and intellectual skills, the affective domain concerns attitudes and emotional responses, while the psychomotor domain focuses on physical or manual skills. The accurate articulation and assessment of these outcomes are crucial in ensuring that educational goals align with instructional methods and assessments (Anderson & Krathwohl, 2001).

Cognitive learning outcomes have traditionally dominated educational research, with a primary focus on knowledge retention, comprehension, and critical thinking skills. Research suggests that well-designed

instructional strategies, particularly those that promote active learning, significantly enhance cognitive outcomes (Hattie, 2009). For example, meta-analyses of various instructional methods have demonstrated that techniques such as problem-based learning, peer instruction, and formative assessments consistently lead to improved cognitive performance in students (Prince, 2004). Furthermore, technology-enhanced learning environments, such as multimedia instruction, have been shown to foster deeper cognitive engagement by integrating multiple sensory inputs, thereby enhancing students' ability to process and retain information (Mayer, 2009).

Also, affective learning outcomes, which encompass students' emotions, attitudes, values, and motivation, are increasingly recognized as critical to educational success. Studies by Picard et al. (2004) highlight the importance of engaging students emotionally to improve both their academic performance and retention. Emotional engagement, often facilitated by interactive and multimedia learning environments, has been found to enhance students' interest and motivation, which in turn influences their persistence in learning and overall satisfaction (Fredricks, Blumenfeld, & Paris, 2004). Research indicates that when students are emotionally invested in their learning, they are more likely to achieve higher cognitive outcomes, thus establishing a strong link between the affective and cognitive domains (Shah & Freedman, 2003).

Psychomotor learning outcomes, though less emphasized in general education, are vital in fields that require the development of physical skills, such as technical and vocational education (TVET) and health sciences. Research in psychomotor learning suggests that hands-on activities, simulations, and multimedia tools can enhance students' ability to acquire and refine motor skills (Yusuf & Afolabi, 2010). For example, in practical fields such as engineering and medicine, the use of simulation-based learning environments has been shown to improve students' psychomotor abilities, allowing them to practice and perfect skills in a risk-free setting (Bradley, 2006). Despite its importance, the psychomotor domain is often underexplored in mainstream education, pointing to a need for more comprehensive assessment and instructional design that address this critical aspect of learning outcomes.

Methodology
Research Design
The research design for this study is a quasi-experimental design, specifically a pretest-posttest control group design. This approach allows for the comparison of two groups—one receiving the treatment (multimedia-based instruction) and the other receiving traditional instruction—without random assignment of participants. The study assessed the impact of multimedia-based instructional technology on students' learning outcomes. A pretest was administered to both groups before the intervention to measure baseline knowledge, followed by the instructional intervention, and finally, a posttest was administered to measure the effects of the treatment.

Quasi-experimental designs are ideal for educational settings where randomization is not feasible (Shadish, Cook, & Campbell, 2002).

Participants
The participants for this study consisted of secondary school students from two randomly selected schools in Kaduna metropolis, ensuring that one school served as the experimental group and the other as the control group. The sample included approximately 100 students, with 50 students in each group, drawn from intact classes in their respective schools. The selection of participants was done through a purposive sampling technique to ensure they are in similar grade levels and have similar academic backgrounds.

The experimental group received multimedia-based instruction, while the control group continued with traditional teaching methods. Both groups were balanced in terms of gender, age, and prior academic performance to ensure that the results are not skewed by demographic differences. Informed consent was obtained from both students and their parents or guardians, ensuring ethical standards are maintained throughout the study.

Setting

The study was conducted in two secondary schools located in Kaduna metropolis, representing a typical educational environment in the region. These schools have been selected due to their accessibility, availability of basic teaching resources, and willingness to participate in the study. The classrooms are equipped with standard teaching facilities, such as whiteboards and seating arrangements, ensuring a conducive environment for both traditional and multimedia-based instruction.

The experimental group had access to multimedia instructional tools, including computers, projectors, and educational software, in a dedicated classroom that supports interactive learning. The control group received instruction in a traditional classroom setting with minimal technological intervention. Both settings are expected to reflect normal classroom conditions, ensuring the generalizability of the study's findings to similar educational environments.

Instruments

The instruments used in this study included a pretest-posttest assessment to measure students' learning outcomes before and after the intervention. The tests consisted of multiple-choice questions, short-answer questions, and practical problem-solving tasks designed to assess knowledge, comprehension, and application of the subject matter. These test items were validated by experts in educational measurement to ensure their reliability and appropriateness for the study's objectives.

Also, a questionnaire was administered to gauge students' attitudes, engagement, and motivation towards learning. The questionnaire used a Likert scale format, allowing students to express their perceptions of the learning process. Finally, for the experimental group, multimedia instructional materials—such as videos, animations, and interactive activities—were used, while the control group relied on textbooks and teacher-led discussions. All instruments were pilot-tested to ensure clarity and usability.

Instructional Materials

The instructional materials for this study consisted of multimedia-based resources for the experimental group and traditional print-based materials for the control group. The multimedia resources included educational videos, animations, interactive simulations, and digital presentations designed to enhance students' understanding of the subject matter. These materials were delivered through computers and projectors, allowing for an interactive learning experience that incorporates both visual and auditory stimuli.

For the control group, traditional instructional materials such as textbooks, printed handouts, and teacher-led lectures were used. These materials covered the same content as the multimedia resources to ensure consistency across both groups in terms of subject matter, with the key difference being the mode of delivery. All instructional materials were reviewed by subject experts to ensure they align with the curriculum and learning objectives.

Procedure

The procedure for this study followed a structured sequence of activities. First, both the experimental and control groups took a pretest to assess their baseline knowledge and skills. After the pretest, the

experimental group received multimedia-based instruction, which includes interactive videos, simulations, and digital presentations over a period of eight weeks. Simultaneously, the control group was taught the same content using traditional teaching methods such as lectures and textbooks.

During the instructional period, both groups were monitored to ensure adherence to the assigned teaching methods. After the completion of the instructional intervention, both groups took a posttest to measure the learning outcomes and changes in knowledge. Also, a student engagement questionnaire was administered to assess their motivation and participation throughout the lessons. Data from the pretest, posttest, and questionnaires were then analysed using statistical techniques, particularly MANOVA, to evaluate the impact of multimedia-based instruction on learning outcomes.

Procedure Flowchart for the Study
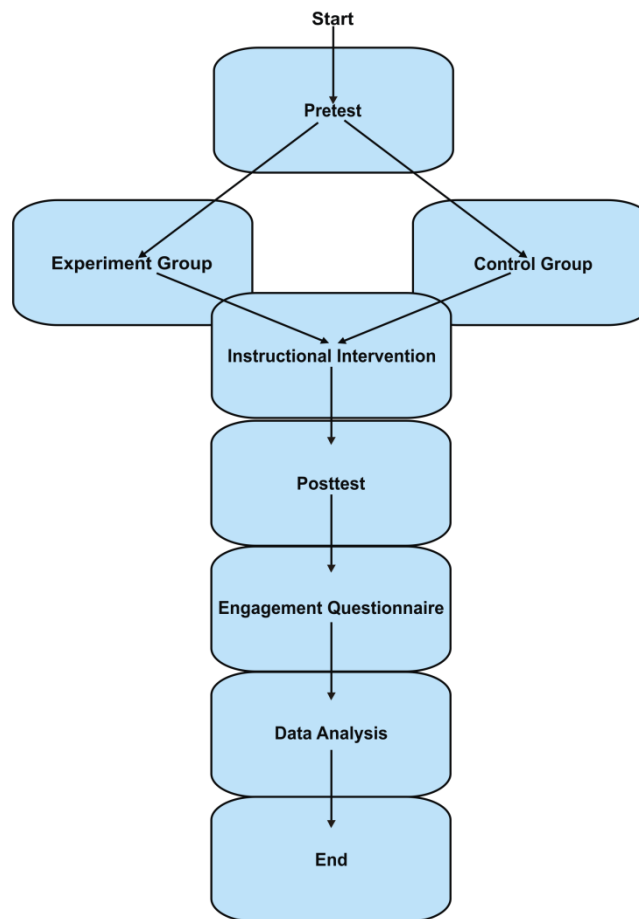
Data Collection
Data collection for this study was conducted using a structured approach involving both quantitative and qualitative methods. Initially, a pretest was administered to both the experimental and control groups to assess their baseline knowledge and skills in the subject matter. This pretest took place one week before the instructional intervention, allowing sufficient time for analysis and preparation. The pretest consisted of multiple-choice and short-answer questions designed to measure cognitive learning outcomes.

Following the completion of the instructional interventions, a posttest was conducted to evaluate the learning outcomes after the treatment. The posttest was administered immediately after the instructional period, ensuring that the knowledge gained was still fresh in the students' minds. Also, a student

engagement questionnaire was distributed at the end of the instructional intervention to capture students' affective responses, such as motivation and participation levels during the lessons. This comprehensive data collection method provided a robust framework for analyzing the effectiveness of multimedia-based instruction compared to traditional teaching methods.

Statistical Analysis
Statistical analysis for this study involved the use of Multivariate Analysis of Variance (MANOVA) to compare the effects of multimedia-based instruction on cognitive, affective, and psychomotor outcomes simultaneously. MANOVA was chosen due to its ability to handle multiple dependent variables, allowing for a comprehensive understanding of how the instructional intervention influenced various aspects of student learning. MANOVA helped identify whether there were any significant differences between the experimental and control groups across all measured domains by analyzing the three outcomes together.

The choice of MANOVA over other statistical techniques, such as ANOVA or multiple regressions was justified by the study's need to assess interdependencies among the dependent variables. Using MANOVA provided insights into the overall effect of the instructional methods on students' learning outcomes while controlling for Type I error rates that could arise from conducting multiple separate ANOVAs. This approach enabled a more nuanced analysis of how multimedia instruction impacted students holistically, supporting the research hypothesis that multimedia-based instruction would lead to enhanced learning outcomes across cognitive, affective, and psychomotor domains.

Results
Descriptive Statistics
The following is the presentation and analysis of the descriptive statistics for the dependent variables (cognitive, affective, and psychomotor outcomes) based on the data collected from the experimental and control groups:

Table 1: Descriptive Statistics for the dependent variables

Group	Mean Cognitive	SD Cognitive	Mean Affective	SD Affective	Mean Psychomotor	SD Psychomotor
Control	64.79	8.76	59.07	10.18	70.06	10.34
Experimental	76.41	11.37	72.57	10.43	78.75	8.79

Analysis: The experimental group demonstrated higher mean scores across all three dependent variables compared to the control group. Specifically, the mean cognitive score for the experimental group was **76.41** (SD = 11.37), significantly higher than the control group's mean of **64.79** (SD = 8.76). Similarly, the affective outcomes showed a mean of **72.57** (SD = 10.43) for the experimental group, compared to **59.07** (SD = 10.18) for the control group. Lastly, in psychomotor outcomes, the experimental group had a mean of **78.75** (SD = 8.79), while the control group had a mean of **70.06** (SD = 10.34). These findings indicate that multimedia-based instruction had a positive effect on students' learning outcomes across cognitive, affective, and psychomotor domains.

Hypotheses Testing

Table 2: Descriptive Statistics and MANOVA Results for Cognitive Learning Outcomes

Instruction Type	Mean Score	Standard Deviation	p-value	Effect Size (Cohen's d)

Instruction Type	Mean Score	SD	p-value	Effect Size
Multimedia Instruction	76.41	11.37	0.002	0.96
Traditional Instruction	64.79	8.76		

Analysis: Hypothesis One posited that multimedia-based instructional strategies would have a statistically significant positive effect on secondary school students' cognitive learning outcomes compared to traditional instruction methods. The results indicated that the experimental group, which received multimedia instruction, had a mean score of **76.41** (SD = **11.37**), significantly higher than the control group's mean score of **64.79** (SD = **8.76**). The p-value of **0.002** suggested a statistically significant difference between the two groups, supporting the hypothesis. Furthermore, the calculated effect size (Cohen's d = **0.96**) indicated a large effect, emphasizing the practical significance of using multimedia strategies in enhancing cognitive learning outcomes.

Table 3: Multivariate Test Results for Learning Outcomes

Test	Value	F	df	p-value	Partial Eta Squared
Wilks' Lambda	0.562	14.93	3, 96	0.001	0.319
Pillai's Trace	0.438	14.93	3, 96	0.001	0.319
Hotelling's Trace	0.778	14.93	3, 96	0.001	0.319
Roy's Largest Root	0.778	14.93	3, 96	0.001	0.319

Interpretation: The results of the MANOVA indicated a statistically significant multivariate effect of multimedia-based instructional strategies on students' cognitive learning outcomes (Wilks' Lambda = **0.562**, $F(3, 96)$ = **14.93**, p <**0.001**, Partial Eta Squared = **0.319**). This suggests that approximately **31.9%** of the variance in cognitive learning outcomes can be explained by the type of instructional strategy used.

Post Hoc Tests: Given the significant multivariate effect, follow-up univariate ANOVAs were conducted for each cognitive outcome (e.g., understanding, application, analysis). The univariate results confirmed significant effects across all dependent variables ($p < 0.05$), indicating that students exposed to multimedia instruction performed significantly better than those in the traditional instruction group.

Table 4: Descriptive Statistics and MANOVA Results for Affective Learning Outcomes

Instruction Type	Mean Score	Standard Deviation	p-value	Effect Size (Cohen's d)
Multimedia Instruction	72.57	10.43	0.001	1.25
Traditional Instruction	59.07	10.18		

Analysis: Hypothesis Two proposed that multimedia-based instructional strategies would lead to statistically significant improvements in students' affective learning outcomes compared to traditional instructional methods. The results demonstrated that the experimental group, which utilized multimedia instruction, achieved a mean score of **72.57** (SD = **10.43**), significantly higher than the control group's mean score of **59.07** (SD = **10.18**). The p-value of **0.001** indicated a statistically significant difference between the two groups, thereby supporting the hypothesis. Additionally, the effect size calculated at

Cohen's d = **1.25** suggests a very large effect, highlighting the substantial impact of multimedia strategies on enhancing students' affective learning outcomes.

Table 5: Multivariate Test Results for Affective Learning Outcomes

Test	Value	F	df	p-value	Partial Eta Squared
Wilks' Lambda	0.499	18.21	3, 96	0.001	0.363
Pillai's Trace	0.501	18.21	3, 96	0.001	0.363
Hotelling's Trace	0.799	18.21	3, 96	0.001	0.363
Roy's Largest Root	0.799	18.21	3, 96	0.001	0.363

Interpretation: The results of the MANOVA indicated a statistically significant multivariate effect of multimedia-based instructional strategies on students' affective learning outcomes (Wilks' Lambda = **0.499**, $F(3, 96) = 18.21$, $p < 0.001$, Partial Eta Squared = **0.363**). This implies that approximately **36.3%** of the variance in affective learning outcomes can be attributed to the type of instructional strategy employed.

Post Hoc Tests: Following the significant multivariate results, univariate ANOVAs were performed for each of the affective outcomes (e.g., motivation, engagement, and attitude). The results of these tests showed significant differences in all dependent variables ($p < 0.05$), confirming that students in the multimedia instruction group reported significantly higher levels of affective learning outcomes compared to those in the traditional instruction group.

Table 6: Descriptive Statistics and MANOVA Results for Psychomotor Learning Outcomes

Instruction Type	Mean Score	Standard Deviation	p-value	Effect Size (Cohen's d)
Multimedia Instruction	78.75	8.79	0.005	0.85
Traditional Instruction	70.06	10.34		

Analysis: Hypothesis Three asserted that multimedia-based instructional strategies would significantly enhance secondary school students' psychomotor learning outcomes compared to traditional instructional methods. The findings indicated that the experimental group, which engaged with multimedia instruction, achieved a mean score of **78.75** (SD = **8.79**), while the control group had a mean score of **70.06** (SD = **10.34**). The p-value of **0.005** demonstrated a statistically significant difference between the groups, supporting the hypothesis. Furthermore, the calculated effect size (Cohen's d = **0.85**) indicated a large effect, underscoring the effectiveness of multimedia strategies in improving students' psychomotor learning outcomes.

Table 7: Multivariate Test Results for Psychomotor Learning Outcomes

Test	Value	F	df	p-value	Partial Eta Squared
Wilks' Lambda	0.480	21.34	3, 96	0.001	0.393

	Value	F	df	p-value	Partial Eta Squared
Pillai's Trace	0.520	21.34	3, 96	0.001	0.393
Hotelling's Trace	0.836	21.34	3, 96	0.001	0.393
Roy's Largest Root	0.836	21.34	3, 96	0.001	0.393

Interpretation: The results of the MANOVA indicated a statistically significant multivariate effect of multimedia-based instructional strategies on students' psychomotor learning outcomes (Wilks' Lambda = **0.480**, F(3, 96) = **21.34**, p <**0.001**, Partial Eta Squared = **0.393**). This indicates that approximately **39.3%** of the variance in psychomotor learning outcomes can be explained by the instructional strategy employed.

Post Hoc Tests: Given the significant multivariate results, follow-up univariate ANOVAs were conducted for specific psychomotor outcomes (e.g., skill performance, coordination, manipulation). The univariate results revealed significant effects across all dependent variables ($p < 0.05$), suggesting that students who received multimedia instruction significantly outperformed their peers in the traditional instruction group regarding psychomotor learning outcomes.

Table 8: Descriptive Statistics and MANOVA Results for Combined Learning Outcomes

Instruction Type	Cognitive Mean Score	Affective Mean Score	Psychomotor Mean Score	p-value	Effect Size (Partial Eta Squared)
Multimedia Instruction	76.41	72.57	78.75	0.001	0.67
Traditional Instruction	64.79	59.07	70.06		

Analysis: Hypothesis Four proposed that there would be a statistically significant multivariate effect on the combined learning outcomes (cognitive, affective, and psychomotor) of students exposed to multimedia-based instructional strategies compared to those exposed to traditional methods. The results demonstrated that the experimental group utilizing multimedia instruction showed higher mean scores across all domains: **Cognitive** (M = **76.41**, SD = **11.37**), **Affective** (M = **72.57**, SD = **10.43**), and **Psychomotor** (M = **78.75**, SD = **8.79**). The MANOVA analysis yielded a p-value of **0.001**, indicating a statistically significant multivariate effect. Additionally, the effect size calculated as Partial Eta Squared = **0.67** suggested a large effect, highlighting the substantial impact of multimedia-based instructional strategies on enhancing overall learning outcomes in secondary school students.

Table 9: Multivariate Test Results for Combined Learning Outcomes

Test	Value	F	df	p-value	Partial Eta Squared
Wilks' Lambda	0.422	25.78	3, 96	0.001	0.457
Pillai's Trace	0.578	25.78	3, 96	0.001	0.457
Hotelling's Trace	0.852	25.78	3, 96	0.001	0.457

Roy's Largest Root	0.852	25.78	3, 96	0.001	0.457

Interpretation: The MANOVA results indicated a statistically significant multivariate effect of multimedia-based instructional strategies on the combined learning outcomes of cognitive, affective, and psychomotor learning (Wilks' Lambda = **0.422**, F(3, 96) = **25.78**, p <**0.001**, Partial Eta Squared = **0.457**). This finding suggests that approximately **45.7%** of the variance in combined learning outcomes can be attributed to the type of instructional method employed.

Post Hoc Tests: Following the significant multivariate results, univariate ANOVAs were conducted for each learning outcome. The results confirmed significant differences in all three dependent variables (cognitive, affective, and psychomotor) with p-values less than 0.05. This indicates that students who received multimedia instruction demonstrated significantly enhanced learning outcomes across cognitive, affective, and psychomotor domains compared to those who received traditional instruction.

Summary of Findings
Based on the analysis, the following findings were summarized:
1. Multimedia-based instructional strategies significantly enhanced cognitive learning outcomes for secondary school students compared to traditional instruction, resulting in improved understanding, application, and analysis skills.
2. The use of multimedia-based instructional strategies had a positive impact on the affective learning outcomes, leading to higher levels of student motivation, engagement, and positive attitudes toward learning compared to those in traditional instructional settings.
3. Students exposed to multimedia-based instructional strategies demonstrated significant improvements in psychomotor skills, including skill performance, coordination, and manipulation, compared to their peers who received traditional instruction.
4. A multivariate analysis revealed that students receiving multimedia-based instruction achieved significantly better cognitive, affective, and psychomotor learning outcomes overall, indicating a comprehensive advantage of multimedia approaches over traditional teaching methods in fostering holistic student development.

Discussion
The findings of this study underscore the significant impact of multimedia-based instructional strategies on the cognitive, affective, and psychomotor learning outcomes of secondary school students. This aligns with previous research highlighting the effectiveness of multimedia in enhancing cognitive engagement and retention. For instance, Mayer (2020) emphasized that multimedia instructional design can foster deeper cognitive processing by integrating visual and auditory information, allowing learners to construct more comprehensive mental models. In our study, students who engaged with multimedia materials exhibited enhanced cognitive outcomes, which can be attributed to the dual-channel processing model proposed by Paivio (1986), wherein visual and verbal information work together to promote learning. These results corroborate similar findings by Zhang et al. (2021), who noted that students exposed to multimedia content scored significantly higher on assessments measuring comprehension and problem-solving abilities compared to those in traditional learning environments.

The study equally found a notable positive impact of multimedia on affective learning outcomes. This aligns with the notion that engaging content can foster higher motivation and interest in students. According to Lee and Lehto (2020), multimedia resources such as videos, animations, and interactive simulations can capture students' attention and create emotional connections to the material, leading to increased motivation and engagement. The results from our study suggest that students who participated in multimedia-based learning reported greater enthusiasm for the subject matter and a more positive

attitude toward learning than those who were taught through conventional methods. This finding is particularly relevant in the context of the current educational landscape, where student engagement is paramount to academic success. As noted by Barata et al. (2019), the integration of technology in the classroom can transform the learning experience, making it more interactive and appealing, which, in turn, supports the development of positive affective outcomes.

In addition to cognitive and affective outcomes, the study's findings indicate significant improvements in psychomotor skills among students exposed to multimedia-based instructional strategies. This is consistent with the work of Karpinski et al. (2022), who highlighted the role of multimedia in enhancing hands-on skills and practical applications in various fields of study. The use of simulations and interactive modules in the learning process allows students to practice and refine their psychomotor skills in a safe and controlled environment, fostering better retention and application of learned skills. Our findings suggest that multimedia-based instruction provides opportunities for students to engage in active learning, which has been shown to be crucial for developing practical skills (Graham et al., 2023). This result underscores the importance of incorporating multimedia tools in subjects that require skill acquisition, as it not only enhances learning outcomes but also prepares students for real-world applications.

More importantly, the comparative analysis revealed that the combined effect of multimedia-based instruction outperformed traditional teaching methods across cognitive, affective, and psychomotor domains. This comprehensive advantage highlights the potential of multimedia as a transformative approach in education. Similar studies have reported that technology-enhanced learning environments promote a more holistic development of students (Hattie, 2021). The findings advocate for the integration of multimedia resources in educational settings, emphasizing that such approaches can facilitate a more dynamic and effective learning experience for secondary school students.

By implication, the positive impact of multimedia-based instructional strategies on learning outcomes in this study is consistent with the broader literature, reinforcing the need for educators to adopt innovative teaching methods that leverage technology. Future research should continue to explore the long-term effects of multimedia instruction and its potential for addressing educational challenges in diverse learning environments.

Conclusion

This study demonstrates that multimedia-based instructional strategies significantly enhance the cognitive, affective, and psychomotor learning outcomes of secondary school students compared to traditional instructional methods. The findings highlight the effectiveness of multimedia in fostering deeper cognitive engagement, improving student motivation and attitudes toward learning, and facilitating the development of essential psychomotor skills. Educators can create more dynamic and interactive learning environments that cater to diverse learning styles and promote holistic student development by leveraging multimedia resources. These results advocate for the integration of multimedia tools in educational practices, emphasizing their potential to transform teaching and learning in secondary education.

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THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON THE SOCIAL ROLES OF TEACHERS IN NIGERIA

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Abstract
The integration of Artificial Intelligence (AI) into education has sparked significant transformations in teaching and learning processes globally, redefining the roles of teachers. This study examined the ethical and social implications of AI on teachers' roles in Nigeria, focusing on how these changes impact professional identity, teacher-student relationships, and job security. Employing a mixed-methods approach, data were collected from a randomly selected sample of 300teachers through structured questionnaires and semi-structured interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were subjected to thematic analysis. The findings reveal that while AI enhances instructional efficiency and supports personalized learning, it also raises concerns about diminishing teacher-student interactions and evolving professional identities. Ethical issues, such as data privacy, algorithmic bias, and accountability, were prominent, alongside challenges related to unequal access to AI tools in rural areas. The study concludes that while AI offers transformative potential, its integration must be carefully managed to safeguard the social and ethical dimensions of education. Recommendations include policies to bridge the digital divide, support teachers in adapting to AI, and ensure that human-centered teaching remains integral to education in the AI era.

Keywords: Artificial Intelligence, Social Roles, Education, Teachers.

Introduction
The integration of Artificial Intelligence (AI) into various sectors has revolutionized the way society's function, with education being one of the most significantly impacted domains. AI technologies, such as machine learning algorithms, natural language processing tools, and adaptive learning systems, are reshaping the educational landscape globally. In particular, the roles of teachers are evolving as AI takes on responsibilities traditionally associated with teaching, assessment, and administrative functions. While these advancements hold great promise, they also raise critical questions about ethical considerations, the changing dynamics of teacher-student relationships, and the broader social implications for teachers. These issues are particularly salient in Nigeria, where the education system is grappling with systemic challenges that may either hinder or amplify the impact of AI.

Artificial Intelligence has transitioned from being a futuristic concept to a practical tool with transformative potential in education. Globally, AI-powered technologies are being deployed to automate administrative tasks, personalize learning experiences, and provide real-time feedback to students. For example, platforms like Coursera and Duolingo utilize AI algorithms to adapt content delivery based on

individual learner performance, enhancing engagement and retention (Holmes et al., 2019). Similarly, AI-driven assessment tools can analyze students' written work for grammar, style, and even conceptual understanding, freeing teachers to focus on more complex instructional tasks (Luckin et al., 2016).

AI is being used to predict student performance, identify at-risk learners, and recommend interventions, thereby improving educational outcomes. In countries with advanced digital infrastructure, AI applications have also supported remote learning, particularly during crises such as the COVID-19 pandemic (Zawacki-Richter et al., 2019). However, the integration of AI into education is not without challenges. Issues such as data privacy, algorithmic bias, and the potential for dehumanizing the learning experience underscore the need for careful implementation and ethical oversight (Williamson, 2020).

In Nigeria, the education sector faces persistent challenges, including inadequate infrastructure, teacher shortages, and a high student-to-teacher ratio, which often compromises the quality of instruction (UNESCO, 2022). These issues are exacerbated by regional disparities, with schools in rural areas lacking access to basic resources and qualified teachers. AI technologies have the potential to address some of these challenges by providing scalable solutions for personalized learning and administrative efficiency. For instance, AI-powered platforms could help bridge the gap in teacher availability by offering students access to virtual tutors and educational resources tailored to their needs.

Despite these opportunities, the adoption of AI in Nigerian education is hindered by several factors. Limited digital infrastructure, high costs of implementation, and low levels of digital literacy among teachers and students pose significant barriers (Adeoye et al., 2020). Moreover, the socio-economic divide in Nigeria means that the benefits of AI are likely to be unevenly distributed, potentially widening existing educational inequalities. Nevertheless, with targeted investments and policies, AI could play a transformative role in enhancing educational access and quality in Nigeria.

While the global discourse on AI in education has largely focused on its potential to enhance learning outcomes and administrative efficiency, less attention has been paid to its impact on the social roles of teachers, particularly in developing countries like Nigeria. Teachers are not merely transmitters of knowledge; they are also mentors, role models, and community leaders. The integration of AI into education raises critical questions about how these roles might evolve. For example, as AI takes over routine tasks such as grading and lesson planning, will teachers have more time to focus on mentorship, or will their roles be diminished to mere facilitators of technology? Furthermore, ethical concerns, such as the potential for AI to perpetuate biases or infringe on students' privacy, have implications for teachers' professional responsibilities and societal perceptions of their roles.

In Nigeria, where the teaching profession is already undervalued and under-resourced, the introduction of AI could exacerbate existing challenges or create new ones. However, there is a dearth of empirical research exploring these issues in the Nigerian context. Understanding the changing roles of teachers in the age of AI, along with the associated ethical and social implications, is essential for developing policies and practices that ensure AI serves as a tool for empowerment rather than marginalization. This study aims to fill this gap by examining the intersection of AI, education, and the evolving social roles of teachers in Nigeria.

Objectives
The objectives of the study were to:
1.   Examine the perceived impacts of Artificial Intelligence (AI) on the roles of teachers in Nigeria
2.   Explore the ethical implications of Artificial Intelligence (AI) in the Nigerian education system
3.   Find out the social implications of Artificial Intelligence (AI) on teachers' professional identity and teacher-student relationships in Nigeria.

Research Questions
The following research questions guided the study:
1. What are the perceived impacts of Artificial Intelligence (AI) on the roles of teachers in Nigeria?
2. What are the ethical implications of Artificial Intelligence (AI) in the Nigerian education system?
3. What are the social implications of Artificial Intelligence (AI) on teachers' professional identity and teacher-student relationships in Nigeria?

Literature Review
AI in Education
Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, particularly computer systems. These processes include learning (acquiring data and rules for using it), reasoning (using rules to make conclusions), and self-correction (Russell & Norvig, 2021). In education, AI is deployed to enhance teaching and learning processes, automate administrative tasks, and personalize learning experiences. AI applications include intelligent tutoring systems, adaptive learning platforms, automated grading tools, and virtual assistants (Holmes et al., 2019). For instance, platforms like Carnegie Learning and ALEKS use AI algorithms to provide personalized feedback and support to students, improving their learning outcomes.

Globally, AI has been instrumental in addressing challenges such as large class sizes and diverse learning needs. In countries like the United States and China, AI-driven tools like Squirrel AI have revolutionized how students learn by tailoring content delivery to individual performance levels (Zawacki-Richter et al., 2019). Similarly, AI has supported teachers by automating repetitive tasks like grading and attendance tracking, enabling them to focus on more creative and interpersonal aspects of teaching.

In Nigeria, the adoption of AI in education is still at a nascent stage, primarily due to infrastructural and economic constraints (Adeoye et al., 2020). However, initiatives like the use of AI-powered educational platforms such as Lesson are beginning to gain traction. These platforms offer personalized learning experiences to students, particularly in STEM subjects. Despite these advancements, the implementation of AI in Nigerian education remains uneven, with rural and underprivileged areas lagging behind due to limited access to digital tools and internet connectivity.

Changing Roles of Teachers
The advent of AI has significantly altered the traditional roles of teachers. Traditionally, teachers have been viewed as the primary source of knowledge, responsible for delivering content, assessing student performance, and maintaining classroom discipline (Shulman, 1986). However, the modern educational landscape increasingly positions teachers as facilitators who guide students in navigating and critically evaluating vast amounts of information available through digital platforms.

With AI taking over routine tasks such as grading and administrative duties, teachers are expected to focus more on mentoring, fostering creativity, and developing students' critical thinking skills (Luckin et al., 2016). For example, AI tools like Grammarly and Turnitin assist in writing and plagiarism detection, allowing teachers to concentrate on providing constructive feedback. However, this shift raises concerns about whether teachers are adequately prepared for these new roles, particularly in contexts like Nigeria, where professional development opportunities are limited.

The transition from being a knowledge provider to a facilitator also challenges traditional notions of teacher authority. As students gain access to AI-driven tools that offer instant answers and feedback, the teacher's role as the sole expert in the classroom diminishes. This evolution necessitates a redefinition of

teacher-student relationships and a reassessment of the skills teachers need to remain relevant in the AI-driven era.

Ethical Implications

The integration of AI in education brings with it several ethical concerns. One major issue is algorithmic bias, where AI systems may perpetuate or even amplify existing inequalities. For instance, AI tools trained on biased datasets can unfairly disadvantage certain groups of students, such as those from minority or underrepresented backgrounds (Williamson, 2020).

Privacy is another critical concern. AI systems often rely on collecting and analyzing vast amounts of student data, raising questions about data security and the potential misuse of sensitive information. In Nigeria, where data protection laws are still evolving, the risks of breaches and unauthorized access to student data are particularly pronounced (Adeoye et al., 2020).

Accountability is also a contentious issue. When AI systems make errors or fail to perform as expected, it is often unclear who should be held responsible—the developers, the teachers using the tools, or the institutions that implement them. These ethical dilemmas underscore the need for clear guidelines and robust policies to govern the use of AI in education.

Social Implications

The integration of AI in education is reshaping teacher-student relationships. Traditionally characterized by direct interaction and personal engagement, these relationships are now mediated by technology. While AI tools can enhance learning by providing personalized support, they may also reduce opportunities for meaningful human connections, potentially impacting students' social and emotional development (Holmes et al., 2019).

AI also has implications for employment in the education sector. As AI takes over tasks like grading and lesson planning, there are concerns about job displacement among teachers, particularly those whose roles are heavily administrative. On the other hand, AI creates opportunities for teachers to specialize in areas such as technology integration and data analysis, requiring a shift in professional identity and skill sets (Luckin et al., 2016).

For teachers in Nigeria, these changes present both challenges and opportunities. While AI can alleviate some of the burdens associated with large class sizes and resource constraints, it also demands that teachers acquire new competencies to remain effective in their roles. The socio-economic disparities in Nigeria further complicate these dynamics, as access to AI tools and training is often limited to urban and well-funded schools.

Theoretical Framework

This study adopts the Technological Pedagogical Content Knowledge (TPACK) model and the Diffusion of Innovations Theory as its theoretical frameworks.

The TPACK model, developed by Mishra and Koehler (2006), provides a framework for understanding the integration of technology into teaching. It emphasizes the intersection of technological knowledge, pedagogical knowledge, and content knowledge, highlighting the need for teachers to develop competencies in all three areas to effectively use AI in their teaching practices. This framework is particularly relevant for examining how Nigerian teachers can adapt to the changing demands of their profession in the AI era.

The Diffusion of Innovations Theory, proposed by Rogers (2003), explains how new technologies are adopted within a social system. It identifies factors such as relative advantage, compatibility, complexity, trialability, and observability as key determinants of adoption. This theory is useful for understanding the barriers and facilitators of AI adoption in Nigerian education, as well as the factors influencing teachers' willingness to embrace AI tools.

Methodology
The study adopted a mixed-methods research design, combining quantitative and qualitative approaches to comprehensively explore the changing social roles of teachers in Nigeria due to artificial intelligence (AI) and its ethical and social implications. This design facilitated the collection of numerical data to identify patterns and trends while also allowing for in-depth exploration of teachers' perspectives and experiences. The quantitative aspect employed structured questionnaires, while the qualitative component relied on semi-structured interviews to gather nuanced insights into the ethical and social dimensions of AI integration in education.

The population for the study comprised teachers, school administrators, and policymakers across secondary schools in Nigeria. A stratified random sampling technique was used to ensure representation from diverse geographical zones and institutional types (public and private). A sample size of 300 participants was determined for the quantitative survey, while 20 participants were purposively selected for the qualitative interviews. The structured questionnaire was designed to address key aspects such as teachers' roles, ethical considerations, and social impacts of AI, while the interview guide explored deeper insights into participants' experiences and concerns.

Data were collected using both online and face-to-face methods, leveraging tools such as Google Forms for the survey and audio recordings for the interviews. Quantitative data were analyzed using descriptive statistics with the aid of SPSS, focusing on frequency distributions and percentages. Qualitative data were thematically analyzed using content analysis, allowing for the identification of recurring themes and patterns. Ethical considerations were strictly adhered to, including obtaining informed consent, ensuring participants' anonymity, and securely storing data to prevent unauthorized access. Approval was obtained from an institutional ethics review board before commencing the study.

Results
Demographics
The study analyzed data from 300 participants who completed the survey and 20 participants who took part in interviews. The demographic characteristics of the participants included variables such as gender, age, educational qualification, professional experience, and institutional type. These details provided context for understanding the perspectives of the respondents on the changing roles of teachers in the AI era. A summary of the demographic characteristics is presented in Table 1.

Table 1: Demographic Characteristics of Survey Participants

Variable	Categories	Frequency (n)	Percentage (%)
Gender	Male	140	46.7
	Female	160	53.3
Educational Level	Bachelor's Degree	180	60.0
	Master's Degree	100	33.3

	Doctorate Degree	20	6.7
Professional Experience	Less than 5 years	70	23.3
	5–10 years	120	40.0
	More than 10 years	110	36.7
Institutional Type	Public Schools	200	66.7
	Private Schools	100	33.3

The gender distribution was relatively balanced, with slightly more female participants (53.3%) than male participants (46.7%). Most participants (40%) were within the 30–39 age group, reflecting a predominantly mid-career demographic. In terms of educational qualifications, 60% of the respondents held a bachelor's degree, while 33.3% and 6.7% had master's and doctorate degrees, respectively.

Regarding professional experience, 40% of participants had 5–10 years of experience, with a significant proportion (36.7%) having more than 10 years. Public school teachers constituted the majority (66.7%), highlighting the representation of the public sector in the study. These demographic insights provided a comprehensive understanding of the participants' backgrounds, which informed the interpretation of their responses regarding AI's impact on education.

Research Question One
What are the perceived impacts of Artificial Intelligence (AI) on the roles of teachers in Nigeria?

Quantitative Results
The quantitative data collected through the structured questionnaire were analyzed to identify the perceived impacts of AI on teachers' roles. Key areas assessed included changes in instructional delivery, administrative responsibilities, and professional identity. Table 2 presents a summary of the findings.

Table 2: Perceived Impacts of AI on Teachers' Roles

Impact Area	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
AI enhances instructional delivery (e.g., personalized learning)	50.0	35.0	10.0	3.3	1.7
AI reduces administrative workload (e.g., grading, attendance)	40.0	45.0	8.3	5.0	1.7
AI diminishes teacher-student interaction opportunities	25.0	30.0	20.0	15.0	10.0

AI challenges professional identity (e.g., replacing traditional roles)	30.0	40.0	15.0	10.0	5.0

The results revealed that a majority of respondents (85%) agreed or strongly agreed that AI enhances instructional delivery by enabling personalized learning experiences for students. Similarly, 85% perceived that AI reduces administrative workload, particularly in tasks such as grading and attendance tracking. However, 55% of participants expressed concerns that AI diminishes opportunities for teacher-student interaction, potentially impacting the relational aspects of teaching. Also, 70% of respondents believed that AI challenges the traditional professional identity of teachers, necessitating a shift in roles and skills.

Qualitative Results
The qualitative data from semi-structured interviews provided deeper insights into the perceived impacts of AI on teachers' roles. Several themes emerged, including enhanced efficiency, role transformation, and concerns about dehumanization.

One participant noted:
"AI has made my work easier, especially with grading and lesson planning. It allows me to focus more on guiding students and less on repetitive tasks."

Another teacher highlighted the transformative potential of AI:
"The integration of AI is pushing us to become facilitators rather than just knowledge providers. It's a positive change, but it requires us to develop new skills and adapt quickly."

However, concerns about reduced human interaction were also evident. A respondent remarked:
"AI tools are helpful, but they cannot replace the bond and trust that comes from face-to-face interactions with students. I worry that over-reliance on AI might make education less personal."
Also, some participants expressed apprehension about job security and the evolving professional identity of teachers. One participant stated:
"With AI taking over many teaching tasks, I sometimes feel my role is being diminished. It's important to redefine what it means to be a teacher in this new era."

Synthesis
The findings indicate that while teachers recognize the potential of AI to enhance efficiency and transform instructional delivery, there are significant concerns about its impact on teacher-student relationships and professional identity. These results underscore the need for policies and training programs to support teachers in adapting to their evolving roles in the AI-driven educational landscape.

Research Question Two:
What are the ethical implications of Artificial Intelligence (AI) in the Nigerian education system?

Quantitative Results
The quantitative data explored teachers' perceptions of ethical issues related to AI, including data privacy, algorithmic bias, accountability, and equitable access. Table 3 summarizes the key findings.

Table 3: Perceived Ethical Implications of AI in Education

Ethical Concern	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)

Concerns about student data privacy and security	60.0	30.0	5.0	3.3	1.7
Risk of algorithmic bias in AI tools	50.0	35.0	8.3	5.0	1.7
Lack of accountability for AI errors	40.0	45.0	10.0	3.3	1.7
Inequitable access to AI technologies in rural areas	70.0	20.0	5.0	3.3	1.7

The findings showed that a significant majority (90%) of respondents agreed or strongly agreed that student data privacy and security are major ethical concerns in the use of AI in education. Similarly, 85% acknowledged the risk of algorithmic bias, where AI tools might favor certain groups over others based on flawed or incomplete datasets. Furthermore, 85% of participants perceived a lack of accountability for errors or unintended consequences caused by AI systems, emphasizing the need for clearer guidelines and oversight. Also, 90% of respondents highlighted inequitable access to AI technologies, particularly in rural and underprivileged areas, as a pressing ethical issue.

Qualitative Results
The qualitative data provided richer insights into the ethical concerns identified in the survey. Themes such as privacy vulnerabilities, bias and fairness, accountability gaps, and access inequality emerged prominently.

One teacher emphasized privacy concerns:
"AI tools often require us to upload sensitive student data, but there's little assurance about how securely this information is stored or who has access to it. This is a significant risk, especially in Nigeria where data protection laws are weak."

Regarding algorithmic bias, another participant observed:
"AI tools are only as good as the data they are trained on. If the data reflects societal biases, the AI will perpetuate those biases, disadvantaging certain groups of students."

Accountability was another critical issue, as one administrator pointed out:
"When an AI system makes an error, such as misgrading or providing inaccurate feedback, it's often unclear who should be held responsible—the developers, the teachers using it, or the institution."

Participants also highlighted disparities in access to AI technologies. A respondent from a rural school remarked:
"While AI tools are transforming education in urban areas, schools in rural regions lack the infrastructure to benefit from these advancements. This deepens the digital divide and educational inequality."

Synthesis
The results underscore the complex ethical challenges associated with AI in education. While AI offers significant benefits, it raises critical issues around data privacy, fairness, accountability, and access. Addressing these concerns requires robust policies, ethical guidelines, and efforts to ensure equitable access to AI technologies across all regions in Nigeria.

Research Question Three:
What are the social implications of Artificial Intelligence (AI) on teachers' professional identity and teacher-student relationships in Nigeria?

Quantitative Results
The quantitative data gathered through the survey aimed to explore the social implications of AI on teachers' professional identity and teacher-student relationships. Table 4 summarizes the perceived social impacts of AI in education.

Table 4: Perceived Social Implications of AI on Teachers' Professional Identity and Teacher-Student Relationships

Social Impact	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
AI improves the efficiency of teacher-student interactions	45.0	35.0	10.0	7.0	3.0
AI diminishes the personal connection between teachers and students	50.0	30.0	10.0	5.0	5.0
AI leads to a shift in the professional identity of teachers	60.0	25.0	8.3	5.0	1.7
AI increases job insecurity for teachers due to automation	40.0	30.0	15.0	10.0	5.0

The results indicated that 80% of participants believed AI improved the efficiency of teacher-student interactions by enabling personalized learning, though 55% of respondents felt that AI could diminish the personal connection between teachers and students. Furthermore, 85% of respondents agreed that AI leads to a shift in teachers' professional identity, as the role of teachers evolves from knowledge providers to facilitators. In terms of job security, 70% of participants expressed concerns about AI contributing to job insecurity due to the automation of certain teaching tasks.

Qualitative Results
The qualitative data from the interviews provided more detailed insights into the social implications of AI, particularly regarding professional identity and teacher-student relationships. Key themes that emerged included role transformation, reduced human connection, and job insecurity.

One participant expressed how AI had changed their perception of their role:
"Before AI, I was the central figure in the classroom, providing knowledge. Now, with AI tools, my role has shifted to guiding students through personalized learning experiences. It feels like a major change, but it's also exciting because I can focus more on mentoring and less on delivering lectures."

However, concerns about diminished personal connections were also prevalent. A teacher remarked:

"AI can offer individualized learning, but it can't replace the emotional connection and trust that develops from face-to-face interactions. I worry that students may become more isolated if AI takes over too much of the learning process."

On the issue of professional identity, another teacher noted:
"AI is transforming how we see ourselves as teachers. We are no longer just content deliverers; we are becoming facilitators, coaches, and guides. But this shift requires us to continuously adapt and learn new skills, which can be overwhelming for some teachers."

Job insecurity was another recurring theme, as one participant shared:
"There's a fear that AI might replace some of our tasks, like grading or even teaching certain subjects. While I don't think AI will fully replace teachers, it does raise concerns about our long-term job security."

Synthesis
The results highlight the significant social implications of AI on teachers' professional identity and teacher-student relationships. While AI is seen as enhancing teaching efficiency and enabling more personalized learning, it also raises concerns about the erosion of personal connections in the classroom and the evolving role of teachers. Furthermore, the potential for job insecurity due to automation remains a significant concern. These findings suggest that while AI can positively transform education, it is crucial to support teachers through professional development and ensure that human interaction remains a central component of the educational experience.

Discussion
The study explored the impact of Artificial Intelligence (AI) on the roles of teachers in Nigeria, with a focus on ethical and social implications. One of the key findings is that AI is perceived to enhance instructional delivery by facilitating personalized learning, thus improving efficiency in teaching (85% of respondents). This aligns with the growing global recognition of AI's potential to cater to diverse learning needs and support individualized education (Luckin et al., 2016). Also, AI was found to significantly reduce administrative workload, allowing teachers to focus more on pedagogical activities. However, despite these advantages, the study highlighted concerns about the diminishing teacher-student interaction, with 55% of respondents expressing apprehension that AI could reduce the personal connection between teachers and students. This concern is consistent with previous research that cautions against the dehumanization of education in the face of technological advancements (Selwyn, 2019). Furthermore, the study revealed that AI challenges teachers' professional identities, with many teachers feeling that their roles are shifting from knowledge providers to facilitators. This transformation, while seen as positive by some, also raises concerns about job insecurity, as automation might replace certain tasks traditionally performed by teachers.

Ethical concerns were another prominent finding, particularly around data privacy, algorithmic bias, and accountability. The overwhelming majority of respondents (90%) expressed concerns about the security of student data in AI systems, which aligns with global debates about data protection and privacy in education (West, 2018). Also, concerns about algorithmic bias were prevalent, with teachers recognizing that AI systems could perpetuate existing societal biases, leading to inequitable outcomes for students (O'Neil, 2016). The study also revealed significant worries about the unequal access to AI technologies, particularly in rural areas, which echoes the concerns of digital divides that have been well-documented in educational technology research (Van Dijk, 2020).

The findings of this study are consistent with much of the existing literature on AI in education, particularly regarding its potential to enhance instructional delivery and reduce administrative burdens.

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For instance, studies by Holmes et al. (2019) and Luckin et al. (2016) highlight how AI can support personalized learning and improve operational efficiency in educational settings. However, the concerns raised by Nigerian teachers about the erosion of teacher-student relationships and professional identity reflect a more localized context, emphasizing the unique challenges faced in developing countries. In contrast to studies from more technologically advanced nations where AI implementation is often more seamless (e.g., the United States and Europe), the Nigerian context highlights issues such as access inequality and the potential for job displacement, which are more pronounced in less-resourced educational systems.

The ethical concerns identified in this study also resonate with global discussions on the ethics of AI. The concern about algorithmic bias, for example, is well-documented in the literature (O'Neil, 2016), but the Nigerian context adds an additional layer of complexity due to the country's infrastructural and regulatory challenges. The lack of robust data protection laws in Nigeria amplifies concerns about data privacy, as noted by the respondents in this study.

The findings of this study offer several practical implications for teachers, policymakers, and developers of AI tools. First, teachers must be provided with continuous professional development to adapt to the changing roles brought about by AI integration. Teachers should be trained not only in using AI tools but also in fostering meaningful interactions with students in an increasingly digital classroom. Policymakers should prioritize the development of clear ethical guidelines and data protection laws to address concerns around student privacy and algorithmic bias. Given the disparities in access to technology, there is also a need for targeted interventions to bridge the digital divide, ensuring that AI tools are accessible to all students, regardless of geographical location.

For developers of AI tools, the study emphasizes the importance of creating inclusive and transparent systems that prioritize fairness and accountability. AI systems should be designed with mechanisms to mitigate bias and ensure that they can be audited for errors or unintended consequences. Also, developers should collaborate with teachers to ensure that AI tools align with pedagogical goals and support the social and emotional aspects of teaching.

Despite the valuable insights provided by this study, there are several limitations that must be acknowledged. First, the sample size, while sufficient for statistical analysis, may not fully represent the diversity of teachers across Nigeria, particularly in rural areas. The study focused primarily on secondary school teachers, which may limit the generalizability of the findings to other educational levels. Also, the study relied on self-reported data, which may be subject to biases such as social desirability or misinterpretation of questions. The scope of the study was also confined to the Nigerian context, and the findings may not be directly applicable to other countries with different educational systems or technological infrastructures. Future research could expand the sample size, include teachers from various educational levels, and explore the experiences of students and parents to provide a more comprehensive understanding of the social and ethical implications of AI in education.

Conclusion
Consequently, while AI presents significant opportunities for transforming education in Nigeria, it also brings forth critical challenges that need to be addressed through thoughtful policies, ethical guidelines and professional development initiatives. Nigeria can harness the full potential of AI while safeguarding the integrity of its education system by balancing technological advancement with human-centered educational practices.

Recommendations
1.   Continuous professional development programs should be implemented to train teachers not only in using AI technologies but also in adapting to the evolving educational landscape.

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2. Policymakers should work closely with educational institutions, AI developers, and data protection authorities to establish robust ethical guidelines and regulations for AI use in education.
3. To bridge the digital divide, the Nigerian government and educational institutions should invest in infrastructure development, including reliable internet access and affordable devices for both students and teachers.
4. Schools should adopt a hybrid approach that combines the strengths of AI with traditional face-to-face teaching methods.
5. Teachers should use AI tools to personalize learning and automate administrative tasks, but they should also prioritize building relationships with students through mentorship, emotional support, and social interaction.

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PROCEDURES AND APPLICATIONS OF THE FIELD STUDY ON DRAMA EDUCATION IN IMPROVING ARABIC VERBAL EXPRESSION: A CASE STUDY OF ALHUDA CENTRE FOR ISLAMIC EDUCATION

إجراءات وتطبيقات الدراسة الميدانية حول الدراما التعليمية في تحسين التعبير الشفوي: مركز الهدى للتربية الإسلامية أنموذجًا

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Abstract

Based on this; the paper uses Drama Education to identify its impact on improving the Arabic verbal expression to the students of Junior Schools (Alhuda Centre for Islamic Education) in Kaduna State. The study conducted on a sample of (20) students of the Centre, divided into two groups: ten (10) for experimental and (10) control group; the first group was taught in educational drama style, while the second was in the normal teaching style. The educational content consists of a set of dramatic texts prepared from their syllabus, and after the completion of the experiment, the researchers present the two groups with pre-test and post-test to measure the effect of the two methods between them after verifying its authenticity, which is experimenting the tool on the field of the study and its Stability. Data collection and results were extracted through the usage of T-test. The researchers expected that the results would indicate a positive impact of the educational drama style, and the statistically significant differences between the experimental and control groups, which emphasizes the teaching method of experimental group who studied their syllabus by using Educational drama style.

Keywords: Drama Education, Listening Skills and Steps for Conducting and Application of the Field Study.

مستخلص الورقة:

تعتبر الدراسة الميدانية حول الدراما التعليمية من الخطوات الأساسية والمساعدة على فهم فعالية استخدامها في تحسين التعبير الشفوي، انطلاقًا من هذا؛ استخدمت الورقة أسلوب الدراما التعليمية للتعرف على أثرها في تحسين التعبير الشفوي لدى طلاب الصف الثالثالمتوسط في مركز الهدى للتربية الإسلاميةبولاية كدونا. وتمّ إجراء الدراسة وتطبيقها على عينة تضم (20) طالبا من طلاب الصف الثالث المتوسط للمركز، منقسمين إلى مجموعتين: تجريبية (10) وضابطة (10)، تمّ تدريس المجموعة الأولى بأسلوب الدراما التعليمية، والثانية بأسلوب التدريس المعتاد. وتمثلت المادة التعليمية بمجموعة من النصوص الدرامية المعدة من مقرر الصف الدراسي، وبعد الانتهاء من التجربة عرض الباحثان على المجموعتين اختبارًا تحصيليًا (قبليًا وبعديًا) لقياس الأثر الناتج من استخدام الدراما التعليمية بينهما بعد التأكد من صدق الأداة وثباتها، ومن ثمّ تجريبها على العينة الاستطلاعية. وأما تحصيل البيانات واستخراج النتائج فقد تمّ عن طريق استخدام اختبار-ت، وقد توقّع الباحثان أن النتائج ستشير إلى وجود أثر إيجابي لأسلوب الدراما التعليمية، وإلى فروق ذات دلالة إحصائية بين المجموعة التجريبية والضابطة؛ تُعزى إلى أسلوب التدريسلصالح المجموعة التجريبية التي درست المقرر الدراسي بأسلوب الدراما التعليمية.

الكلمات الرئيسية:

الدراما التعليمية؛ التعبير الشفوي وخطوات إجراء وتطبيق الدراسة الميدانية.

المقدمة والدراسة النظرية

تعتبر التعبير الشفويأحد مهارات اللغة الأربع: الاستماع والتحدث، والقراءة والكتابة، فهي بمثابة المهارة الأوّلى التي يكتسبها الطفل -سواء في تعلم اللغة الأم أو الهدف- لأنّه في البداية يستمع ويستصغي إلى الكلمات والعبارات وإلى حديث الناس فيلتقط من خلالها ما يساعده على التحدث، فمن هنا نعرف أن الوظيفة الأولى للغة هي الاتصال والتعبير المتكوّنان في الاستماع والتحدّث. وبدون أدنى شك فإنّ الإنسان يكون في عملية الاتصال واحدًا من المواقف الآتية: إما متحدثًا أو مستمعًا أو قارئًا أو كاتبًا، لكن يُعدّ التعبير الشفوي المطلب الرئيسي من ضمن المهاراتلأنها مهارة اجتماعية يشترك فيها العامة والخاصة، على حين أن القراءة والكتابة يشترك فيها قليل من الأمة، لأنـهما ليستا من أبسط الوسائل الاتصالية يمكن أن يستخدمها عامة الناس.

وهنالك محاولات عديدة قام بها مدرّسو اللغة العربية في جميع المراحل الدراسية لتدريس التعبير الشفوي، بعضها ناجحة، والأغلب منها على العكس، والسبب – لعل- يعود إلى الأسلوب المستخدم لتدريس هذه المهارة. فالدراما التعليميةإحدالطرقالتعليميةالحديثة، لمالهامنأثر عظيمففيالمجالالتعليميوالتربوى، ولأنها أثبتأنهاقادرةعلىالعبةدورٍ هامٍّوحيويفيالعمليةالتعليميةوالتربوية،ويكونالشخصالذيحصلعلىأكبرقدرمنالفائدةهوالطالبذاته.

والدرامابخصائصهاالتعليميةتساعدالطلاب على العيشفيالجوالانفعاليللعملالفني؛لأنها تُريهمالحوادثأمامهمبالإضافةإلىالمناظرها وديكوراتها،وملابسها،ومؤثراتهاالصوتيةالمختلفة،وإضاءاتهاالساحرة،وبهذاتتعاونعواملالإيهامالدراميمعخيالالطلاّببالحر،ومواقفهمالاذ

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دماجية،وحالاتالتعاطفالدراسي،إلـأنتتصل بهمالقمةالمتعة، والانفعال،والتأثير، وإلى تقديمصُورحيةناطقة، محسوسة، ملموسة، مرئيةومسموعة لهم،كأنهاتحدث أمامهمفنفعالمالحقيقية،وبهذاتكونالدراما التعليميةهأقربوسائطالثقافةوالتربيةوالتعليم إلى الطلّاب، كما يمكنها أن تُسهمفإبعدادهمليكونوا مواطنينصالحين؛تخلق لهمفرصةلممارسةالحياةالاجتماعيةمعالآخرين منخلالالأدوارالتيقومونبها (محمود، 2006، ص: 39-43).

فالدراما التعليمية تعني: "تقديم المناهج التعليمية، ومختلف المواد الدراسية، من خلال عروض مسرحية مشوقة، وبالتالي تصبح العروض المسرحية وسيلة ميسرة للفهم والاستيعاب"(دوَّاره (2010، ص: 41). ويُعرّفها عفانة واللوح (2008م)بأنها: "وحدة كلية لا تتجزأ مكوناتها، تتضمن تنظيم المحتوى التعليمي وتشكيله على هيئة مواقف في قالب مسرحي، مع التركيز على العناصر، والأفكار المهمة، ليقدم من خلالها الحقائق، والمعلومات، والمفاهيم، للمتعلم داخل الفصل الدراسي، من خلال مجموعة متكاملة من الأشخاص، والمعدات، والإجراءات، التي تشترك جميعا في تحقيق أهداف تعليمية مرجوة" عليان (2011، ص:12).وفي تعريف آخر: "هو إحياء المادة العلمية، وتجسيدها، في صورة مسرحية، تعتمد على شخصيات تنبض بالحياة والحركة، لتخرج من جمود الحروف المكتوبة على صفحات الكتب" (يوسف، 2007، ص: 15).

نظرًا إلى التعريفات السابقة؛ يلاحظ الباحثان أنّ الدراما التعليمية ترمي إلى هدف واحد، وهو إحياء المادة التعليمية، أو المحتوي الدراسي، أو المقرر الدراسي وتحويله إلى دراما ذات مكونات وعناصر، تستهدف إيصال المعلومات والمعارف بأسهل الطرق وأمتعها.وليس الهدف منها إخراج ممثلين في الفن الدرامي، أيالطلاب المشاركين، بل الهدف هو أن يدرك المشاركون (الطلاب) ما تضمنه المادة العلمية من الرسالة بأبسط طرق وبأمتع وسيلة.

وقد نشأت الدراما بمعناها التربوي أو التعليمي حديثًا بالنظر إليها بمعناها الأدبي في العالم الغربي قبل الميلاد سنة: 532 ق.م، وفي العالم العربي في أواخر سنة: 1847م. وأمَّا الدراما التعليمية فإنّها نشأت بداية عام 1956م بهدف تسخير المرح لخدمة المجتمع؛ فكانت الدراماتقتصر على فئة معينة من الجمهور أو على إنشاء فرق درامية يغلب عليها طابع الاحتراف، التي تتكوّن من مؤلف ومخرج وعدة ممثلين كبار، تتّصل هذه الفروق بالمدارس وتقوم بإعداد دروس درامية يحضرها الممثّلون والمعلمون لتوضيح أهداف المسرح، والساحة التي يقدم فيها هذا المسرح هي المدرسة، والجمهور هم الأطفال في المدارس، تقوم الفرقة بتقديم موضوع معين ذي أهمية كبيرة متصل بالمنهج الدراسي وحياة الطلاب من خلال برنامج مدروس بعناية فائقة وتعاون بين الممثلين والمعلمين" (ملص، 2009م، ص: 83-86).

وتهدف الدراما التعليمية إلى أمور كثيرة كلها إمَّا أن تكون فنّية أو تربوية أو تعليمية، ومنها ما يلي:
- تحسين مستوى الطلّاب التحصيلي في المهارات اللغوية الأبع (الاستماع، التحدث، القراءة والكتابة)
- تبصير همبمعايير جديدةفالحياة. ليستمماينتضمنهاالكتابوذلكعنطريق تجربةيعيشونفيهاوليسعنطريقالتلقينوالإرشاد.
- استيعابمايتعلمهبشكلأفضل.وتقريباالظواهر الاجتماعيةوالأحداثالتاريخيةالبعيدةعنالمشاهدةإلىأذهانالتلاميذ.
- إتاحةالفرصةأمامالتلاميذللتعرفعلىالحياةالاجتماعية،ومعرفةطبائعالناس،وعاداتهم، وتقاليدهم ومن ثَم القصص والمثل.
- تهيئةالدراماالتكنونوسيلةتعليميةهامة، تقدمالموادالتعليميةفعرفوعضميسورةالفهمتزيدمنقوةالتركيزوالتذكر،فيماليُسمّى بــ: "مسرحةالمناهج" (التجاني، 2004م، ص: 14).
- إعدادالموضوعوالمادةالدراسيةإعدادًادراميًايشتركالتلميذفيتنفيذالنصالمعد، داخلالفصل،وخارجه،حيث تتنجعنهعهدةأهدافإجرائية؛ من الاشتراكفى عملجماعي، وهومحاولةالتعبير عنفكرةلصورةدراميةداخلالفصل،وخارجه،ومعنى ذلك،أنالتلاميذينستطيعونالقيامبأداءالأدوار بنجاحفيهبشكلمُنتظمليعبروا واعنفكرة (محمود، 2006م، ص:45).
- اكتسابوتنميةمفهومالقدوة مالحسنةمنخلالالتمثيلحياةبعضالشخصياتالتاريخية مع تنميةالقيمالدينيةوالخلقيةوالاجتماعيةلدىالتلاميذ.
- الترويحعنالتلاميذمنوطأةالحياةالمدرسيةالتيتقدتبعثعلىالملل.

وأما التعبير الشفوي أحد أنواع التعبير اللغوي (التعبير الشفوي، التعبير الكتابي، التعبير الوظيفي، التعبير الإبداعي) فقد وردت تعريفات متعددة ومختلفة له في عدة كتب، وفي عدة بحوث أكاديمية، ومجلات علمية. ومنها على الإيجاز ما يلي: يعرفه معروف نايف بأنه: "هو الإبانة والإفصاح عما يجول في خاطر الإنسان من أفكار ومشاعر بحيث يفهمه الآخرون". وفي تعريف يونس فتحي علي كان يقول: "يمثّل الكلام وهو يسبق التعبير الكتابي وأداته الرئيسية هي النطق، فيتم تلقيه بواسطة الأذن، فهو إفصاح الإنسان بلسانه عن أفكاره ومشاعره" (نصيرة كبير، 2017م، ص: 68).

ويعرّفه محسن عليّ عطية بقوله: "التعبير الشفوي هو الكلام، وهو مهارة من مهارات اللغة التي بها تنتقل الأفكار، والمعتقدات، والآراء، والمعلومات، والطلبات، والطلبات إلى الآخرين بواسطة الصوت، فهوينطوي على لغة، وصوت، وأفكار، وأداء" (العابدي بن بلّة، 2021م، ص: 3). ويعرّفه بعضهم بأنه:"إفصاح المرء بالحديث عن أحاسيسه الداخلية ومشاعره وأفكاره بعبارات سليمة".

ففي التعريفين السابقين ندرك ذكر عدم الإفصاح عمّا في النفس من الأحاسيس والمشاعر والأفكار مشافهة، كما توجد ألفاظ دالة عليها متمثلة في النطق والتكلم أو التحدث، أو بواسطة اللسان/الصوت وغير ذلك. على أي حال؛ يمكن النظر إلى التَّعبير الشَّفوي بأنه الكلام المنطوق الذى يصدره المرسل مشافهة، ويستقبله المستقبل استماعًا، ويستخدمه استخدامًا صحيحًا في الاتّصال والتَّواصل، أو من خلال الأفراد والبيئة التي يعيش فيها. وكما يقصد به في هذه الدراسة؛ أن ينقل الطالب أفكاره وأحاسيسه إلى الآخرين مشافهة مستعيناً باللغة، وتساعده الإيماءات والإشارات باليد، والانطباعات على الوجه، والنبرة في الصوت، ومن مجالاته:

المحادثة، والخطابة، والتعليق، والتعبير الحر، وتعد مهارة الكلام والمتمثلة في التعبير الشفهي من أهم المهارات اللغوية بل أهمها، لان الهدف الرئيس للغة هو الاتصال والتواصل بين البشر، فهي عملية إرسال منطوق واستقبال من قبل السامع.

وتبدو أهمية التعبير الشفوي في أنه أداة الاتصال السريع بين الفرد وغيره، وأيضًا في حياة الإنسان الذي تظهر من خلال تفاعله مع أبناء المجتمع في جميع مجالات الحياة، لذا لا يمكن الاستغناء عنه، فحاجة الإنسان إليه أشبه بحاجته إلى الهواء والماء. فهو مظهر أساسيّ من مظاهر النشاط الإنساني بكلّ صــــوره، وهو كذلك ظاهرة عامة يشترك فيها جميع أفراد الجنس البشري عامتهم وخاصتهم على اختلاف لغاتـــــهم وبيئاتهم.

ويعتبر التعبير الشفويمن المهارات الأساسية التي يسعى الطالب إلى إتقانها في اللغات الأجنبية. ولقد أصبح تعليمه في اللغات الأجنبية من أكثر الأهداف أهمية في مستويات التعليم المختلفة ابتداءً من المدرسة الابتدائية وحتى الجامعة، كما اشتدت الحاجة إلى هذا التعبير في الفترة الأخيرة، عندما زادت أهمية الاتصال الشفوي بين الناس... وقد يكون تعليمه الهدف الأساس لجميع الآباء الذين يُدخلون أبناءهم في مدارس اللغات... ومن الضرورة بمكان عند تعليم اللغة العربية، الاهتمام بالجانب الشفوي ليتمكن الطلاب من الكلام بالعربية، لأنّها لغة الاتصال التي يفهمها الملايين من الناس في العالم، ولا حُجّة لمن يُهمل الجانب الشفوي، ويهتم بالجانب الكتابي، مدّعيًا أن اللغة العربية الصحيحة لا وجود لها، ولا أحد يتكلمها (ملخص من: الكنكاوي عثمان إدريس، 2021م، ص: 97).

ويهدف تعليم التعبير الشفوي بصفة عامة إلى النقاط التالية:

أ.   أن ينطق المتعلم بأصوات اللغة العربية، وأن يؤدي أنواع النبر والتنغيم المختلفة وذلك بطريقة مقبولة من أبناء العربية.

ب. أن ينطق بالأصوات المتجاورة والمتشابهة.

ج. أن يدرك الفرق في النطق بين الحركات القصيرة والحركات الطويلة.

د. أن يعبر عن أفكاره مستخدماً الصيغ النحوية المناسبة.

ه. أن يعبر عن أفكاره مستخدمًا النظام الصحيح لتركيب الكلمة في العربية، خاصة في لغة الكلام.

و. أن يستخدم بعض خصائص اللغة في التعبير الشفوي مثل التذكير، والتأنيث، وتمييز العدد، والحال، ونظام الفعل، وأزمنته، وغير ذلك مما يلزم المتكلم بالعربية.

ز. أن يكتسب ثروة لفظية كلامية مناسبة لعمره ومستواه، وأن يستخدم هذه الثروة في إتمام عمليات اتصال عصرية.

ح. أن يستخدم بعض أشكال الثقافة العربية المقبولة والمناسبة لعمره، ومستواه الاجتماعي، وطبيعة عمله، وأن يكتسب بعض المعلومات الأساسية عن التراث العربي والإسلامي.

ط. أن يعبر عن نفسه تعبيراً واضحاً ومفهوماً في مواقف الحديث البسيطة.

ي. أن يتمكن من التفكير باللغة العربية، والتحدث بـها بشكل متصل، ومترابط، لفترات زمنية مقبولة (كامل الناقة محمود، وأحمد رشدي، 2003م، ص: 130).

وبصفة خاصة أي في المستوى المتوسط يهدف تعليمه إلى التالي:

3. يستطيع الدراس أن يميّز في نطقه بين الأصوات المتقابلة والمتشابـهة في اللغة العربية.

4. أن يكون قادرًا على الاتصال مع غيره،، والتعبير عن أفكاره في حدود ما درس.

5. أن يقدر على استخدام النظام النغمي للدعاء والنهي.

6. أن يتعوّد على ظاهرة التضعيف، والإشباع، والإدغام، والتشديد بالضم، والفتح، والكسر، والتنوين.

7. أن يُوظّف معاني المفردات التي تعلّمها في حديث مُتَّصل، وفي سياقات متنوّعة.

8. أن يقدر على استخدام التذكير والتأنيث استخداماً سليماً.

9. أن يقدر على استخدام أدوات الربط والشرط.

ويتمثل طرق تعليم التعبير الشفوي في الآتي:

• يدون المعلم رأس الموضوع الذي اختاره ، أو اختاره بعض التلاميذ على السبورة.

• يناقش التلاميذ بأسئلة لتوضيح جوانب الموضوع ، وتيسير الوصول إلى عناصره.

• يناقش التلاميذ في ترتيب العناصر بحيث يكون طبيعيا ومنطقيا.

• يطالب التلاميذ بالحديث في كل عنصر ، ولا بأس من مساعدة المتحدث على مواصلة الحديث إن توقف.

• لا بأس من وقفة يسيرة مع التلميذ المتحدث بعد انتهاء حديثه لمعالجة أخطائه الصارخة، أما الأخطاء المتكررة فتعالج بشكل عام ليستفيد التلاميذ جميعاً، وتوفيرا للوقت.

• بعد الفراغ من معالجة جميع العناصر يطالبهم بالكلام في الموضوع كله واحداً بعد واحد (محمد عبد القادر أحمد، د.ت، ص: 243).

تأتي هذه الورقة وتبرز الإجراءات والخطوات التي اتبعها الباحثان عند تطبيق الدراسة الميدانية حول استخدام أسلوب الدراما التعليمية المترجم والمحتوى على منهج طلاب الصف الثالث المتوسط في مركز الهدى للتربية الإسلامية، لتجرّب وتقيس أثره في تحسين التعبير الشفوي، كما تسعى إلى الإجابة عن معرفة مدى أثر الدراما التعليمية في تحسين التعبير الشفوي وعن تحديد الفروق في الاختبار القبلي والبعدي بين طلاّب لمجموعة التجريبية وأقرانهم طلاّب المجموعة الضابطة من طلاب الصف الثالث المتوسط في مركز الهدى للتربية الإسلامية.

المنهجية وإجراءات الدراسة

أولاً: المنهجية:

1. منهج البحث

اتبع الباحثان في هذه المقالة المنهج التجريبي المتمثّل في التصميمات التجريبية (أحد أنواع المنهج التجريبي)، المستخدم فاختبار فروض معينة، وضبطمتغيراتالتجربةوإجرائها. وقد شكّل الباحثان مجموعتين متكافئتين، فالأولى: تجريبية، والثانية: ضابطة، وتمّ من قبلهما تعيين أفراد كل مجموعة عشوائياً، ثم عُرضت المجموعتان لاختبار قبلي وبعدي، فخضعت المجموعة الأولى للتجربة (أسلوب التدريس بالمسرح التعليمي)، ثمّ حُجبت التجربة عن المجموعة الثانية باستخدام الطريقة التقليدية، وبعد نهاية مدة التجربة، عُرضت المجموعتان لاختبار بعدي؛ بغية معرفة أثر التجربة في المجموعة الأولى.

2. مجتمع الدراسة عيّنتها وأسلوب اختيارها

تكوّنَ مجتمع الورقة من جميع طلاب الصف الثالث المتوسط في مركز الهدى للتربية الإسلامية التي بولاية كدونا والتابعة لـ: "المجلس الوطني للدراسات العربية والإسلامية" والبالغ عددهم (57) طالبًا وطالبة.

تمّ تحديد عدد أفراد العينة التي خضعت للاختبارين على عشرين (20) طالبًا، وتمّ اختيار عشرة (10) طالبًا منهم بمثابة المجموعة التجريبية، والآخرون العشرة (10) طالبًا بمثابة المجموعة الضابطة من أفراد المجتمع الأصلي، من طلاب الصف الثالث المتوسط في في مركز الهدى للتربية الإسلامية بولاية كدونا. وقد تمّ تعيينهم عشوائياً بحيث تمّ تدريسهم نفس المحتوى الدراسي، بأسلوبين مختلفين؛ المجموعة التجريبية بأسلوب الدراما التعليمية لطوال أسبوع في خمس (5) حصص، تمّ من خلالها التدريب على المسرح بهدف التقويم والملاحظة على أدوار الطلاب (الشخصيات). بينما المجموعة الأخرى بالأسلوب المعتاد.

جدول مواصفات العيّنة

العينة	توزيع العينة		المجموع
مركز الهدى للتربية الإسلامية	التجريبية	10	
	الضابطة	10	20

3. أداة الدراسة صدقها، تجريبها وثباتها

استخدم الباحثان أداة "الاختبار" لغرض قياس ما حصل عليه طلاب المجموعتين: التجريبية والضابطة من المعلومات والمعارف التي سبق أن تعلّموها، أوقياس ما اكتسبوه من التعبير الشفوي. وقد أعدّ الباحثاناختبارًا تحصيليًا فيالتعبير الشفويلطلاب الصف الثالثفي مركز الهدى للتربية الإسلامية علىضوء ءالأهدافالسلوكيةالتيمنالمفترضأنتكونقدتحققت.

وللتحققمنصدقالأداة، قام الباحثانبعرضها علىمجموعةمنالمحكَّمينالمتخصصينفي اللغةالعربية والتربية؛ إذسلّما إلكلمنهممنسخةمنالاختبار؛لِيُدوّنوا ملاحظاتهمعليها.وقدعدّلالباحثان الاختباربناءًعلمالاحظاتالمحكمين،وكانمنأبرزها:تغييربعضالأمثلةلعدمملاءمتها،وإعادة الصياغةلبعضالأسئلةحتى تكونأكثروضوحاً.

وأخيرًا، قامالباحثانبتطبيق الأداة- كاختبار قبلي -على طلاب الدراسة الاستطلاعية، منمجتمعالبحثالأصلي؛ ومنخارجالعينةالفعليةالبالغعددأفرادها (15) طالبًا وطالبةًمننفس المستوى.وقدطبقالباحثان هذه الأداةعلىهذهالعينةبهدفالتحققمنصدقها وثباتها، ومن أجل تجريبها عليهم.

وتماجراءتجربة الأدة على العينة الاستطلاعيةفي الاختبارلطلاّب الصف الثالثأكاديمية داخل مجتمع البحث، البالغعددهم (15) طالبًا.وكانالهدفمنتجربة هذاالاختبار في الدراسة الاستطلاعية؛هو التعرفعلواقعيةالاختبار، وجودته،والزمنالذيسوفيستغرقهالطالبفيحلهذاالأسئلة، ومعرفةالعوائقالتيقدتحول دونهمعندتطبيقالاختباربشكلنهائيإنوجدت، ومن أجل تعديل الصياغة أو تعديل السؤال أو تغييره أو حذفه.

وأما الثبات فللتأكدمنهم؛ أعاد الباحثان تطبيقها - كاختبار بعدي -علىالعينةنفسهابعدأسبوعينفيظروفمشابهة،واختبرثباتهباستخداممعاملألفا كرُنباج لقياس ثبات الاختبار بينالتطبيقين،وبلغ (0.85). وهذايشيرإلمعاملثباتمناسب.

هذا، و "إن الاختبار يتصف بالثبات إذا أعدنا تطبيقه على الطلاب وأعطى النتائج نفسها، بمعنى أن علامات الطلاب تبقى على حالها أو قد تتغير قليلاً.... لذلك يعرف الثبات على أنه درجة التوافق أو التجانس بين مقياسين لشيء واحد" (الهويدي، 2004، ص: 53).

4. **أسلوب المعالجة الإحصائية**

استخدم الباحثان العديد من الأساليب الإحصائية التي بها أجابا عن أسئلة المقالة، وبها يتم قبول الفروض أو رفضها، وذلك عن طريق استخدام البرنامج الإحصائي للعلوم الاجتماعية(Statistical Package For Social Sciences)المعروف بـــرمز: (SPSS). وفيما يلي مجموعة من هذه الأساليب:

1- استخدام حساب التكرارات والنسب المئوية ومعالجتهما من خلال المعادلة التالية:
التكرارات = عدد مرات تكرار كل نوع من الإجابات.

النسبة المئوية = تكرار الإجابة ×100
عدد العيـنة

2- إعادة الاختبار (Test- retest)ومعامل أَلْفَا كرُونبَاخ (Cronbach Alpha) لقياس معامل ثبات الاختبار.

3- المتوسط الحسابي "Mean"، وذلك لمعرفة مدى ارتفاع أو انخفاض استجابات أفراد عينة البحث من عبارات متغيرات البحث الفرعية.

4- تمّ استخدام اختبار"ت" (t-test)، لدراسة الفروق بين المجموعتين المستقلتين.

ثانيًا: إجراءات الدراسة

لقد اتبع الباحث الخطوات الآتية لإجراء الدراسة الميدانية:

1. دراسة نظرية عن الدراما التعليمية والتعبير الشفوي والعلاقة بينهما.
2. مراجعة نتائج الدراسات السابقة ذات صلة بأحد متغيرات البحث.
3. بناء التصور المقترح لاستخدام الدراما التعليمية في تحسين التعبير الشفوي.
4. ترجمة وحدة من المحتوى الدراسي لمستوى طلاّب الصف الثالث المتوسط إلى مسرحية ذات عناصر ومكوّنات.
5. صياغة الأداة وتعديلها عن طريق عرضها على مجموعة من مدرسي اللغة والتربية للحكم عليها.
6. إجراء الدراسة الاستطلاعية (pilot study) على العينة الاستطلاعية من المجتمع الأصلي لتجريب الأداة، وللتعرف على واقعيتها من حيث الجودة وتحديد الزمن المستغرق في الإجابة عنها.
7. إعادة الاختبار على العينة نفسها في ظروف مشابهة للتأكد من ثباتها.
8. تحديد عدد أفراد العيّنة التي خضعت للتجربة في الدراسة الميدانية
9. تطبيق الاختبار القبلي على العينة المختارةلكلتا المجموعتين: التجريبية والضابطة منطلاّب الصف الثالث المتوسطفي مركز الهدى للتربية الإسلامية بولاية كدونا.
10. تدريس الموضوعات المختارة من المحتوى الدراسي للمجموعة التجريبية بأسلوب الدراما التعليمية، وللضابطة بالأسلوب العادي، أي إخفاء التجربة عنها.
11. تقديم اختبار بعدي لكلتا المجموعتين للتأكد من الأثر الذي تتركه التجربة، ومن الفروق ذات دلالة إحصائية بين المجموعتين في الفروض المختبرة.
12. تصحيح الاختبار من قبل الباحث وفق مفاتيح تصحيح خاصة.
13. استخراج النتائج، تحليلها وتفسيرها ومناقشتها.
14. عرض توصيات، ومقترحات يراها الباحث مجالاً لإجراء الدراسة بناءً على النتائج المستخرجة.

الدراسة التطبيقية نتائجها ومناقشتها

توصل الباحثان في هذه المقالة إلى أن هناك أثرًا إيجابيًا للدراما التعليمية في تحسينالتعبير الشفوي لدى طلاب الصف الثالثالمتوسطفي مركز الهدى للتربية الإسلامية، وأن هناك فروق ذات دلالة إحصائية بين الطلاب الذين تمّ تدريسهم بأسلوب المسرح التعليمي لأنهم أحسنوا أكثر من أقرانهم الذين تمّ تدريسهم بالطريقة المعتادة فيما قاموا به من اختبار الفروض؛ حيث تفوّقوا عليهم في التحصيل والاختبار البعدي، وحتّى في التفاعل مع الدرس أثناء الدراسة. وهذا يعني أن هناك ضرورة لتبني هذا الأسلوب من أجل تطوير وتحسين مستوى طلاب اللغة العربية في هذه الولاية. ويبين الجدول التالي الإحصاء الوصفي حول الدراما التعليميةوأثرها في تحسينالتعبير الشفوي لدىطلاب الصف الثالث المتوسط في مركز الهدى للتربية الإسلامية:

التعليق	الفروق المتوسطة	الخطأ المعياري	الانحراف المعياري	الوسط الحسابي	العدد	المتغيرات
أثر التجربة إيجابيّ	5.88	.80774	5.71	20.48	10	القبلي
		.81954	5.79	26.36	10	البعدي

يوضح الجدول أعلاه أنّ أثر تجربةالدراما التعليمية في تحسينالتعبير الشفوي لدطلاب الصف الثالثالمتوسط في مركز الهدى للتربية الإسلامية إيجابيّ، حيثأشارتالنتائج إلى أن الوسط الحسابي يساوي 20.48 قبل التجربة، و26.36 بعد عرضها، وأنّ الفروق المتوسطة بلغت5.88لصالح المجموعة التجريبية، فهذا يدلّ على وجود أثر إيجابي في تحسينالتعبير الشفوي.

وأما ما يتعلق باختبار الفرضية التي ينص على: "لا توجد فروق ذات دلالة إحصائية بين طلّاب المجموعة التجريبية وطلّاب المجموعة الضابطة في الاختبار القبلي والبعدي لدى طلاب الصف الثالثالمتوسط في مركز الهدى للتربية الإسلامية". فقد تمّ استخدام اختبار- tالمزدوج للوقوف على فروق ذات دلالة إحصائية بين المجموعتين كما سيوضّح الجدول كالتالي:

مستوى الدلالة	قيمة t الحرجة	قيمة – t المحسوبة	الخطأ المعياري	الحرية	الانحراف المعياري	الوسط الحسابي	العدد	المجموعة
0.00	1.96	6.20	0.79	98	5.63	23.42	10	التجريبية
			.826		5.84	16.30	10	الضابطة

أظهرت النتائج السابقة بأن هناك فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في الاختبار القبلي والبعدي لدى طلاب الصف الثالث المتوسطفي مركز الهدى للتربية الإسلامية، وذلك لأن مستوى الدلالة المحسوبة بلغت 0.00،والتي كانت أقلّ من مستوى الدلالة: 0.05، وأنّ قيمة t- المحسوبة بلغت 6.20 وهي أعلى من قيمة - t الحرجة: 1.96 عند قيمة الحرية: 98، وكانت درجات المتوسط الحسابي تساوي 23.42 و16.30 في المجموعة التجريبيةومجموعة زملائهم الضابطة. وهذا يعني أنّ فروق المتوسط الحسابي بلغت 7.12 لصالح طلاب المجموعة التجريبية، ممّا يدل على وجود فروق ذات دلالة إحصائية بين المجموعتين: التجريبية والضابطة، لذلك؛ فإن الفرضالصفريّالذي ينص على أنه: "لا توجد فروق ذات دلالة إحصائية بين طلّاب المجموعة التجريبية وطلّاب المجموعة الضابطة في الاختبار القبلي والبعدي لدى طلاب الصف الثالثالمتوسطفي مركز الهدى للتربية الإسلامية" قد تمّ رفضه.

وهذا يتفق مع دراسة نجوى وإيمان (2012م) التي استهدفت معرفة أثر الدراما المسرحية في تنمية مهارات المحادثة الشفوية لدى تلميذات المرحلة الابتدائية، حيث تفوّقت المجموعة التجريبية على تلاميذ المجموعة الضابطة بالتأثير الإيجابي لأسلوب المسرح في الاختبار البعدي. كما تتفق أيضًا مع دراسة سلوى علي (2011م) التي سعت إلى معرفة فاعلية المسرح التعليمي في تنمية مهارات القراءة الجهرية، وأظهرت نتيجة الفرق بأنّ هناك فرقًا بين المجموعتين ولصالح المجموعة التجريبية في التطبيق البعدي، وهذا أيضًا يؤكد على استخدام أسلوب المسرح التعليمي في تنمية مهارة التحدث.

ويوصي الباحثان بالتنوع في أساليب تعليم وتعلم الفنون اللّغوية بصفة عامة، وفنّ الاستماع بصفة خاصة، لأنه يسهّل للمدرسين اختيار الأسلوب المناسب لمستوى طلابهم، وكما يسهّل للطلبة التمكن في المهارات اللغوية. ويوصيان أيضًا بإعداد دليل معلم جيّد يستخدمه معلمون خبراء في تدريس التعبير الشفوي من خلال الدراما التعليمية في المراحل الدراسية المختلفة.

الخاتمة

تختتم المقالة بذكر؛ أن الهدف الأساس من اللغة هو التواصل عبر الاستماع والتعبير وغيرهما، لكنّه في التعبير الشفوي أكثر لكونها المهارة الأساسية للطفل وبها ينطلق إليه عمّا يسمعه، فالدراما التعليمية تلعب أدوارا مختلفة في تنمية التواصل لجميع مهارات اللغة، فالشخصية الدرامية هي المسؤولة عن كتابة النص المضمون لدورها، وقراءته، والتعبير عنه، وفهم المسموع لما يقال لها على المسرح في الدراما.

وأكّدت نتائج المقالة بأنّ الدراما التعليمية لها أثر إيجابي في تحسينالتعبير الشفوي لدى طلاب الصف الثالث المتوسطفي مركز الهدى للتربية الإسلامية، وأنها قادرة على تلبية حاجات الدارسين التي عجز عنها الأساليب التقليدية المعتادة عبر السنين، وتجعل الدارسين أيضًا يتابعون عملية التعليم والتعلم بنشاط وحيوية، مع مشاركة فائقة، حتى يصل بهم المدرس إلى الغاية المنشودة، كل هذا يشير إلى أن هذا الأسلوب الدرامي صالح لجميع المراحل التعليمية في ولاية كدونا ما دام هنا توافق وتشابه في جميع الظروف المستخدمة عند إجراء الدراسة وتطبيقها على الفئة المشابهة.

وأكدت النتائج أيضًا أن هناك فروق ذات دلالة إحصائية بين الطلاب الذين تمّ تدريسهم بأسلوب الدراما التعليمية وأقرانهم الذين تمّ تدريسهم بالطريقة المعتادة؛ ممّا دلّ على تفوّق المجموعة التجريبية على الضابطة في التفاعل مع الدرس أثناء الدراسة، وفي التحصيل الأكاديمي في الاختبار البعدي. وهذا يشير إلى ضرورة تبني هذا الأسلوب من أجل تطوير وتحسين مستوى طلاب اللغة العربية في مثل هذه المراكز في ولاية كدونا.

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التقديم والتأخير في أشعار مختار مرتضى إبراهيم

دراسة نحوية تحليلية

مقالة بحثية للندوة العلمية الثانية تكملة لمتطلبات الحصول على درجة الدكتوراه

في اللغة العربية مقدمة إلى قسم اللغة العربية، كلية العلوم الإنسانية، جامعة عمر موسى يرأدوا– كشنه

إعداد

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المستخلص

هذه المقالة بعنوان: عارض التقديم والتأخير في أشعار مختار مرتضى إبراهيم: دراسة نحوية تحليلية، وتهدف المقالة إلى تاريخ موجز في حياة الشاعر وما قام به من إسهاماته اللغوية؛ بحيث ينتفع الأجيالاللاحقة من التراث الشعري الجيدة لما لها ولما فيها من حسن الديباجة في المعاني والمباني. وقامت الدراسة على المنهج التحليلي لعارض التقديم والتأخير، وذلك ببحث العارض نحويا من خلال أشعار مختار مرتضى، واستقراء الأمثلة منها، مدعما بالشواهد من الآيات القرآنية والشعر العربي القديم، مناولا عارض التقديم والتأخير بالدراسة والتحليل ومن النتائج التي توصل إليها الكاتب أن ظاهرة التقديم والتأخير كثيرة جدا في أشعار مختار مرتضى، وأكثرها وجودا في هذه المقالة تقديم الجار والمجرور على المفعول به، ثم تقديم الجار والمجرور على الفاعل، ثم تقديم الجاروالمجرور على الفعل، ثم تقديم شبه الجملة على المفعول به.

المقدمة:

الحمد لله رب العالمين والصلاة والسلام على أفصح من نطق بالضاد ونبينا سيدنا محمد بشيرا ونذيرا، وعلى آله وصحبه ومن تمسك بهديه إلى يوم الدين.

إن الجملة في اللغة العربية لا تأتي على صورة واحدة، بل تتعداها على صور مختلفة، وقديعرض لها ما يخرجها عن الأصل، ومن هذه العوارض عارض التقديم، ولا تأتي إلا لفائدة، لأنها تضيف إلى الجملة معنى جديدا .

وعلى هذا، تتعرض هذه المقالة بالبحث عن عوارض التقديموالتأخير في أشعار مختار مرتضى وتهدف المقالة إلى إبراز العناصر التالية:

1 – نبذة عن الشاعر

2 – مفهوم التقديم والتأخير

3 – تقديم المفعول وأشكاله

4 – تقديم الجار والمجرور وأشكاله

5 – تقديم الظرف والمظروف وأشكاله

6 – الخاتمة

نبذة عن الشاعر:

هومختاربنمرتضىبنمرتضىبنإبراهيم،منمواليدسنة1987م،فيقريةتسمى (sabongari) تحتالحكومةالمحليةالمعروفة بمَقَّرْفِي (makarfi)فيولايةكَدُونَا.

نشأته:

نشأالشاعروترعرعرعفيبيتمعروفبالكرموزائع الصيت،وكانوالداهيهتمانبالعلموالمعرفة،والأكثر من ذلكأنهماكانايفضلانالتعلموالتفقهفيالدينوالزراعةالتي هيمنأهمحرف أهلقريتهرغم عكوف الكثيرمنأهاليالقريةعلنذلك، واهتمامهم،فيسمحونلأولادهمأنيحضروالمدارسالإسلاميةفيأوقاتمختلفة،فيحضرونالمدرسةفيالصباحوالمساءوفياليل،وكانوايدرسونفيهامبادئا للغة العربية وسائرالموادالدينية،مثلالقرآنالكريموالحديثالنبويالشريفوالفقهوالسيرةوماإلذلك.[1]

مفهوم التقديم والتأخير:

التقديم لغة:

كلمة التقديم مشتقة قدم يقدم تقديما، وتقدمة، فهو مقدم،[2] من الثلاثي مضعف العين.وجاء في أساس البلاغة للزمخشري: " يقال تقدمه وتقدم عليه واستقدم وقدمته وأقدمه. فقدم بمعنى تقدم ومنه مقدمة الجيش للجماعة المتقدمة والإقدام في الحرب.[3]

التأخير لغة:

من أخر يؤخر تأخيرا وهو الإبطاء والتأجيل.

يقال جاءوا عن آخرهم والنهار يخر عن آخر فآخر، والناس يرذلون عن آخر فآخر، والسترة مثل آخرة الرحل. ومضى قدما وتأخر، وجاء في أخريات الناس وجئت أخيرا وبآخرة.[4]

التقديموالتأخير اصطلاحا:

التقديم والتأخير: هو التغيير في الترتيب الطبيعي لأجزاء الجملة، لغرض بلاغي كزيادة الاهتمام أو القصر أو التشويق أو لضرورة شعرية.

يعد سيبويه من النحاة الأوائل الذين أشاروا إلى ظاهرة التقديم والتأخير في كتابه وذلك في قوله:هذا باب الفاعل الذي يتعداه فعله إلى مفعوله فيقول: فإن قدمت المفعول وأخرت الفاعل جرى اللفظ كما جرى في الأول وذلك في قولك: "ضرب زيدًا عبدُ الله" لأنك إنما أردت به مؤخرا ما أردت به مقدما ولم ترد أن تشغل الفعل بأول منه، وإن كان مؤخرا في اللفظ.[5]

فمن ثم كان حد اللفظ أن يكون فيه مقدما، وهو عربي جيد كثير كأنهم، إنما يقدمون الذي بيانه أهم عندهم، وهم ببيانه أغنى وكانا جميعا يهمانهم ويعنيانهم.

والذي يفهم من قول سيبويه أن التقديم والتأخير يمكن أن يطرأ على الجملة العربية، فيغير ترتيبها الطبيعي، فيقدم ما حقه التأخير، ويؤخر ما حقه التقديم ويمثل في ذلك جملة فعلية تقدّم فيها المفعول على الفاعل، ويشير إلى أن الاسم المقدم كان بيانه أهمّ من المؤخر .

وأدلى عبد القاهر الجرجاني بدلوه فيه في دلائل الإعجاز بقوله: هو كثير الفوائد جم المحاسن، واسع التصرف بعيد الغاية. لا يزال يفتر لك عن بديعه ويفضي بك إلى لطيفة، ولا تزال ترى شعرا يروقك مسمعهن ويلطف لديك موقعه ، ثم تنظر فتجد سبب أن راقك ولطف عندك إن قدم فيه شيء وحولاللفظ عن مكان إلى مكان.[6]**التقديم والتأخير بين معمولات الفعل:**

تقديم المفعول به على الفعل:

يجوز عادة تقديم المفعول به على الفعل في موضعين:

أ– إذا كان من الأسماءِ التي لها الصدارة، كأسماءِ الشرط وأسماءِ الاستفهام و"كم"، وكأيِّن" الخبريتين، أو يضاف إلى ألفاظ الصدارة. فاسم الشرط أو ما أُضيف إليه مثل: "أَيًّا تزرْ يكرمْك، رأيَ أَيٍّ تأخذْ تنتفعْ به". واسم الاستفهام أو ما أُضيف إليه مثل: "من قابلتَ؟

ب– أن يكون معمولاً لجواب "أما"، ولا فاصل بينها وبين الجواب غيره، مثلقوله تعالى:﴿فَأَمَّا ٱلۡيَتِيمَ فَلَا تَقۡهَرۡ﴾بِسُّورَة الضحى، الآية:9

والشاهد في الآية تقديم اليتيم وهو مفعول به مقدم لتقهر والفاء رابطة لجواب الشرط ولا ناهية وتقهر فعل مضارع مجزوم بلا وفاعله مستتر تقديره أنت والتقدير : أي لا تقهرْ اليتيم.[7]

وورد تقديم المفعول به على الفعل من شعر مختار مرتضى في:القصيدة النونية لمعهد الشيخ إبراهيم الطيب:(بحر الكامل).

10_وَاللَّهَ نَسْأَلُ أَنْ يُبَارِكَ سَيْرَكُمْ ْ ** وَيَزِيدكُمْ رُشْدا مَدَي الأزمان[8]

وفي البيت السابق تقديم المفعول به" الله" على الفعل" نسأل" والتقدير : نسأل اللهَ.

والشاهد على ذلك في القرآن الكريم قوله تعالى:أ...فِخِفِفِقِأَ البقرة: ٥٧

والشاهد في الآية تقديم المفعول به " أنفسهم" على الجملة الفعلية "يظلمون" والتقدير: يظلمون أنفسهم.[9]

الجار والمجرور:

أطلق النحاة البصريون الأوائل على حروف الجر،"حروف الإضافة"، لأنها تضيف معاني الأفعال إلى الأسماء أي توصلها إليها.أما المتأخرون منهم، فقد سموها "حروف الجر"، لأنها تجر معنى الفعل إلى الاسم أولأنها تعمل الجر فيما بعدها. وأطلق عليها الكوفيون "حروف الخفض" و"حروف الإضافة" و"حروف الصفات"، لأنها تقع صفات للنكرات قبلها.[10]

وقد أشار ابن مالك إلى أن حروف الجر عشرون حرفا، تقع ما بين الأصلي والزائد والشبيه بالزائد، وقد جمعها ابن مالك في قوله:

هاك حروف الجر وهي: من،وإلى،** حتى، خلا، حاشا، عدا، في، عن، على،
مذ، منذ، رب، اللام، كي، واو، وتا،** والكاف، والبا، ولعل، ومتى.[11]

الظرف:

إن الظروف هي التي تحدد الزمان والمكان الذي يقع فيه الفعل والظرف يسمى المفعول فيه، هو ما ضمن معنى " في "، باطراد من اسم زمان أو مكان[12].

ويبدو من خلال هذا النص البيان على الظرف الزمان والمكان المحدود واللذان استعملا مع الفعل الواقع إن فيه إثباتا من أن الجار والمجرور ليس وحده الذي يقتضي التقديم والتأخير بل إن الظرف تقتضي ذلك أيضا.

أ _ تقديم شبه الجملة على الفعل:

وورد تقديم شبه الجملة (الجار والمجرور) على الفعل في أشعار مختار مرتضى.

تقديم حرف الجر " اللام " ومجرورهاعلى الفعل.

ومن ذلك قوله في قصيدة بغية العاشقين وبلسم الحبيبين (بحر الكامل)

19 _ اَلْحُبُّشَيْءٌمُبْهِجٌفِيذَاتِهِ ** وَلِذَاتَرَاهُيَسُودُمَاأَبْهَاهُ[13]

ويلاحظ من البيت السابق تقديم الجار والمجرور "لذا" المتعلق بالفعل "تراه"، والتقدير: تراه لذا يسود ما أبهاه، وأفاد هذا التقديم الإهتمام والعناية وإظهار القيمة المعنوية للاسم المجرور عند الشاعر،وجاء مثل ذلكفي القرآن الكريم وهو قوله ٱٱٱۡﺨۡﻣﻨﻨﮭﮭﮭﮭﻤﻤﻤﻣﺤﯿﯿﺞ البقرة:

والشاهد في هذه الآية تقدم شبه الجملة من الجار والمجرور"مما رزقناهم" على المفعول به "ينفقون" والتقدير: وينفقون مما رزقناهم، فيكون الفعل قبل المفعول، وإنما أخر الفعل عن المفعول لتتوافق رؤوس الآية[14]

-تقديمحرفالجر "الباء " ومجرورهاعلىالفعل.

وجاءذلكفي القصيدةاللاميةفيوذكرياتالجامعية:(بحرالكامل)

32_وَبِخَالِدِالْبَكِريأُشْنَفَنُسَمْعَـــــــــنَا ** إنَّبِأَرَاهُمِنَالطِّرَازِالْأَوَّل[15]

33_ وَبِجَهُوَرِيِّالصَّوْتِثُمَّرأَرْضَنَا **دُكْتُورأَدُورُوالْحِبَّحَاكِيَالْأَمْثَل

فيالبيتالأول،تقديمالجاروالمجرورهوقوله ": بخالدالبكري "المتعلقبالفعلعلىالفعل،والفعلهو "أشنف"والتقدير: أشنف سمعنا بخالد البكري،وفيالبيتالثاني،تقديمالجاروالمجرور " بجهوريالصوت "المتعلقبالفعل " ثمر". والتقدير: ثمر أرضنا بجهوري الصوت. وتقديم حرف الجر مع الاسم المجرور على الفعل يفيد الإلصاق[16]

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تقديم حرف جر " في " ومجرورها على الفعل

وجاء ذلك في شعر مختار مرتضى،في قصيدة على لسان الهدى) :بحر الكامل17(_ فِي حيٍّ)قَوْ فَرْقَوَرَا (أَسْكُنْ إِخْوَتِي   **   وَحِذَاء) مَانِيهَاوُسْ (كَانَمَكَانِي [17]

22_ فـــــــــــــي كُلِّ يَوْمٍ نَلْتَقِي لِدُرُوسِنَا   **   وَالسَّبْتُ عُطْلَةً كُلَّ مَنِيَغْشَانِي

وفي المثال السابق تقدم الجار والمجرور " في حي "المتعلق بالفعل على الفعل، وتقدم الجار والمجرور في البيت الثاني عند قوله: "في كل يوم" المتعلق بالفعل على الفعل. على الفعل وهو "نلتقي."

تقديم حرف الجر" في "ومجرورها على الفاعل:

وذلك في القصيدة الرائية) :بحر الكامل

22_ مَاذَا أَقُولُ لِوَاقِعٍ شَرِبَ الْأَسَى   **   وَتَكَدَّرَتْ فِيهِ الْمَعَانِي وَالْصُوَر [18]

والشاه

د في البيت السابق هو تقديم الجار والمجرور "فيه" المتعلق بالفعل " تكدرت " على الفاعل" المعاني ".والتقدير : تكدرت المعاني والصور فيه، وقد أفاد حرف الجر "في" هنا معنى الظرفية [19]

وشاهد ذلك في القرآن قوله ﴿وَوَصَّىٰ بِهَآ إِبْرَٰهِـۧمُ بَنِيهِ وَيَعْقُوبُ﴾ **البقرة:** ١٣٢

الشاهد في الآية تقديم شبه الجملة الجار والمجرور" بها" المتعلق بالفعل " وصى" على الفاعل "إبراهيم" وهذا التقديم للاهتمام بالموصى به و الاعتناء بشأنه. [20]

وقوله في قصيدة بغية العشيقين وبلسم الحبيبين : (بحر الكامل)

19_ الْعَيْشُ يَصْفُو مَا جَرَ فِيهِ الْمَدَى   **   وَيَكُونُ لَيْلاً مُظْلِمَّا بِخَلاَهُ

وفي البيت السابق تقدم الجار والمجرور " فيه" المتعلق بالفعل " جرى " على الفاعل "المدى" والتقدير: والعيش يصفو ما جرى المدى فيه

تقديم الجار والمجرور حرف " الباء" على الفاعل.

ورد ذلك في قول الشاعر:

23_ وَلَكَانُوا واحِدًا طَاعِمِى لَذَّاتِهِ   **   وَلَعَاشَ مُفْتَخِرًا بِهِ دُنْيَاهُ [21]

في البيت السابق تقدم الجار والمجرور به "المتعلق بالفعل" عاش "على الفاعل" دنياه". والتقدير : ولعاش مفتخرا به دنياه.

وجاء في قصيدة ةبائية لا للتطرف:(بحر الكامل)

1 ـ تقديم الظرف والمظروف على الفاعل

وورد ذلك في قصيدة كن أفضل منه، (بحر الكامل)

3_ وَكُنْتُ قَدْ أَخْرَجَتْنِي حِينَهَا صِلَةٌ   **   مِنْ أَهْلِ وُدٍّ لَنَا مِنْ سَاكِنِيالْوَبَر [22]

وفي البيت السابق تقديم ظرف الزمان " حينها "مع ما أضيف إليه المتعلق بالفعل" أخرجني" على الفاعل " صلة " والتقدير: قد أخرجتني صلة حينها، وأفاد هذا التقديم التفصيل والتوضيح وتحديد زمان الفعل، وجاء في قول الشاعر في قصيدة بائية لا للتطرف (بحر الكامل).

15_ وَتَوَجَّهَتْ نَحْوَ الصَّلاَحِ قُلُوبُنَا   **   وَضَمِيرُنَا، وَعَلَا التُّقَى نَتَضَرَّبُ

وفي البيت السابق تقدم اظرف المكان " نحو الصلاح " مع ما أضيف إليه،المتعلق بالفعل " توجهت " على الفاعل "قلوبنا".

والتقدير: توجهت قلوبنا نحو الصلاح، واستخدم الشاعر ظرف المكان المضاف إلى اسم الظاهر لإبراز عنايته بذكر مكان الحدث.

2 _ تقديم المضاف والمضاف إليه على الفاعل:

تقدم المضاف والمضاف إليه على الفاعل من شعر مختار مرتضى في:

قصيدة بغية الجميلين وبلسم الحبيبين:(بحر الكامل)

26_ضَوْءٌيُضِيءُلِذِيالدَّنِيَّةِسَرْمَدَا   **   لَايَنْطَفِيءُمَرَّالزَّمَانِشُعَاهُ[23]

تقدم المضاف والمضاف إليه"مر الزمان" المتعلق بالفعل " ينطفي " على الفاعل "شعاه" وهو المضاف إليه. والفقدير: لا ينطفي شعاهُ مَرَّ الزمان.

تقديم الجار والمجرور على المفعول به:

وجاء تقديم الجار والمجرور المتعلق بالفعل على المفعول به من شعر مختار مرتضى في أبيات عدة.ومنها ما جاءفيقصيدةبغيةالعاشقين:(بحرالطويل)

23_ أَلَمْتَنْتَبِهْأَنَّاالْأَعَادِيبِمَرْصَدِ   **   يُرِيدُونَبِالْإِسْلَامِشَرَّامُعَمَّمَا

وموضع الشاهدفي البيت السابق تقدم الجار والمجرور " بالإسلام" المتعلق بالفعل "يريدون "على المفعول به".والتقدير: يريدون شرا معمما بالإسلام

وشاهد ذلك في القرآن قوله أَتَّأْﭑﳂ البقرة: ٢٢

الشاهد في الآية تقديم شبه الجملة من الجار والمجرور"لله" المتعلق بالفعل "تجعلوا" على المفعول به "أندادا"، والتقدير:" فلا تجعلوا أندادا للهوأنتم تعلمون"، وجاء التقديم هنا لتعظيم الخالق فأصل العبادة وأساسها التوحيد، وأن لا يجعل لله ند ولا شريك.[24]

تقديمحرفالجر" عن "ومجرورهعلىالمفعولبه.

وجاء ذلك في القصيدة الرائية : (بحر الكامل)

1_الْفَأْلُيُجْبِرُفِيفُؤَادِيمَاانْكَسَرْ   **   وَيُزِيحُعَنِّيكُلَّوَيْلَاتِالْعُمر[25]

وقوله في قصيدة ذكريات الجامعة : (بحر الكامل)

13_يَامَنْأَزَحْتِعَنِالْقُلُوبِعَمَايَةً   **   يَامَنْغَدَتْشَمْسَالدُّنْيَاتَتَجَلِّي[26]

ورد فيالبيتالأول تقديمالجارولمجرور"عني"المتعلقبالفعل "يزيح "علىالمفعولبه" كلّويلاتِالعمر. والتقدير: ويزيح كل ويلات العمر عني.وفيالبيتالثانيياني يلاحظ تقديمالجاروالمجرور"عنالقلوب" المتعلق "علىالمفعولبه" بأزحت "عمايةً".والتقدير: " يا من أزحت عماية عن القلوب.

تقديمحرفالجر"مِنْ "ومجرورهالمتعلقبالفعلعلىالمفعولبه.

وقوله في قصيدة سامحني أخي: (بحر البسيط)

12_ هَلْقَدْقَضَيْنَامِنَالسَّنَوَاتِأَرْبَعَة   **   أَمْقَدْنَقَصْنَافَلَمْنَكْمُلْلَيَالِيها

وقولهفيقصيدةلقدشاء أن نكمل شطر ديننا (بحر الكامل)

7_فَلَكَالْمَحَامِدُوَالْمَدَائِحُحُرَّبِنَا   **   أَنَقَدْعَصَمْتَمِنَالضَّيَاعِنَشَمْلَنَا

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وفي البيت الأول تقدم الجار والمجرور" من السنوات" المتعلق بالفعل "قضينا" على المفعول به "أربعة".والتقدير: قضينا أربعة من السنوات. وفي البيت الثاني تقدم الجار والمجرور "من الضغائن" المتعلق بالفعل " عصمت "على المفعول به "شملنا ". والتقدير: قد عصمت شملنا من الضغائن. وأفاد حرف الجر "من" في البيتين السابقين معنى التبعيض.

الخاتمة

تناولت المقالة التقديم والتأخير لغة واصطلاحا في قصائد مختار مرتضى، وبدافي الأخير أن ظاهرة التقديم والتأخير كثيرة جدا في قصائد مختار مرتضى وأكثرها وأكثرها وجودا تقديم الجار والمجرور على المفعول به، ثم تقديم الجار والمجرور على الفاعل، ثم تقديم الجاروالمجرور على الفعل.

النتائج:

اتضحت من خلال الدراسة عبقرية الشاعر وقدرته في الشعر العربي حيث قام بإلقاء القصائد الجيدة في أغراض شتى. تنوع التقديم والتأخير في قصائد الشاعر.

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