

KIU Journal of Humanities

College of Humanities and Social Sciences



Kampala International University, Uganda.

***Copyright © 2017 College of Humanities and Social Sciences,
Kampala International University.***

All rights reserved.

Apart from fair dealing for the purpose of research or private study, or criticism or review, and only as permitted under the Copyright Art, this publication may only be produced, stored or transmitted, in any form or by any means, with prior written permission of the Copyright Holder.

Published in December, 2017

ISSN: 2415-0843 (Print)

ISSN: 2522-2821 (Online)

Published by:

***College of Humanities and Social Sciences,
Kampala International University,
Kampala, Uganda.***

Welcome Notes by the Editor-In Chief

I am very delighted to bring you this edition of KIU Journal of Humanities. The relation between psychology and education is very intimate. Psychology has been defined as the science of behaviour. It seeks to understand and explain behaviour in terms of mental and bodily activities. Its chief problem is how and why we behave, how we think, know, feel and act and why we think, know, feel and act in the way in which we do. It tries to understand the conditions from which acts of behaviour arise and to arrive at general principles which govern behaviour so as to interpret, control and predict it. Education, as we have seen above, is an attempt to mould and shape behaviour. It tries to help young people to grow and develop along certain lines, to acquire knowledge and skill and to learn certain ways of thought and feeling so that they may be absorbed in adult social life. The science of psychology must be basic to such an attempt, for any influence on behaviour, to be effective, must be planned and worked according to the principles of psychology.

Education, therefore, must be based on psychology and from the very first step which he takes to educate the child, the educator must depend upon psychological knowledge. Education deals with young people and the conditions that promote or retard growth and development; it selects and strengthens those influences which promote healthy growth and tries to eliminate and weaken those which retard it. As a result of this study it formulates certain principles on which organization and administration in schools should be based; it has to study the needs and interests of children and provide for their healthy satisfaction and expression; it has to devise effective methods of teaching so that children may learn more quickly and better.

It is against these backdrops that this issue of *KIU Journal of Humanities* focuses attention on various aspects of Psychology and Education such as social psychology, counseling psychology and educational psychology, educational administration, educational technology as well as teaching and learning skills.

On behalf of the editorial board of the journal, I would like to thank our readership and, most especially, all the authors who have worked so hard with us to get the articles to the academic and scholarly communities across the globe.

We look forward to your continued support.

Sincerely,

Professor Oyetola O. Oniwide

College of Humanities and Social Sciences,
Kampala International University,
P.O. Box 20000,
Kampala, Uganda.

editor.humanities@kiu.ac.ug

December, 2017.

Part One

Social Psychology

Physical, Social and Psychological Effects of Rape on Health of Underage School Girls in Ilorin Metropolis

S.O. ONIYANGI, T.K. IJAODOLA, J.F. JAMES
University of Ilorin, Nigeria.

Abstract. Universally, rape is considered to be an immoral act which is not peculiar to any nation, race, or gender. Rape is a criminal offence, an act of forcible sexual relations with a person against that person's will. This study assessed physical, social and psychological effects of rape on health and security of underage school girls In Ilorin metropolis. A descriptive research of survey type was used. The population were all members of staff of Kwara state Ministry of Women affairs and Kwara State Ministry of Social Welfare and Developments. Purposive and simple random sampling techniques were used to select 50 staff from each of the 2 ministries selected making a total of 100 respondents. A researcher designed questionnaire' was validated by three experts in related fields. The reliability of the questionnaire was ascertained through test re-test method of 2 weeks interval using Pearson product moment correlation, co-efficient of 0.78r was obtained. The questionnaire was administered by the researchers and some trained research assistants. Descriptive statistics of frequency count and inferential statistics of Chi-Square were used to test the hypotheses postulated for the study at 0.05 alpha level of significance. The findings of the study revealed that: rape has a significant physical effect on health of underage school girls (calc. $X^2 = 39.54 > \text{crit value } 16.92$); rape has a significant social effect on health of underage school girls (cal value $= 34.47 > \text{crit } X^2 \ 16.92$); and rape has a significant psychological effect on health of underage school girls (calc $X^2 = 28.01 > \text{crit value } 16.92$). The study concluded that there are physical,

social, psychological effects of rape on health of underage school girls in Ilorin metropolis. It is therefore, recommended that adequate control of the use of drugs, proper education of youths on health, rape and security of life should be encouraged.

Keywords: Physical, Social, Psychological and health

1. Introduction

Universally, rape is considered to be an immoral act which is not peculiar to any nation, race, or gender. Poverty stricken societies are prone to insecurity of life and properties through youths' involvement in drugs and rape. Rape is a criminal offence, an act of forcible sexual relations with a person against that person's will, (Peters & Olowa, 2010). It is also a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration perpetrated against a person without that person's consent. Rape may be carried out by physical force, coercion, abuse of authority or against a person who is incapable of valid consent, such as one is unconscious, incapacitated or below the legal age of consent, (Bessel, Susan, David, Susanne & Joseph, 2005).

The incidence of rape varies in different parts of the world. British Broadcasting Corporation (BBC) reported that about 85,000 women were raped in 2006 in the United Kingdom. While in the United States of America, cases of rape of

about 212,190 were recorded in the Department of Justice in 2006, in Nigeria, 10,079 cases of rape were reported between 2001 and 2005. Despite existing bilateral and multilateral educational programmes, millions of girls in Nigeria remain without primary level of education and a much larger are dropping out of school without basic literacy and numeracy skills, (Peters & Olowa, 2010).

People who have been raped can be severally traumatised and may suffer from posttraumatic stress disorder in addition to psychological harm resulting from the act, rape may cause physical injury or can lead to pregnancy, acquiring of sexually transmitted infections which are psychosocial problems and can also lead to death. Rape could result to emotional and psychological, social and physical damages, (Jonathan, 2002). Physical, mental and spiritual effects following sexual assault and rape are difficult to cope with. Psychological trauma experienced by a rape victim includes disruptions to normal, physical, emotional, cognitive and interpersonal behaviour. Major depression is a problem affecting many women not just rape victims, however, 30% of rape victims had experienced at least one major depressive episode in their lifetime, (Peters and Olowa, 2010).

Emotional and psychological: According to Bullick, Prescott and Kendler (2001), depression is more than common feelings of temporary sadness. Symptoms can include prolonged sadness, feelings of hopelessness, unexplained crying, and changes in appetite with significant weight loss or gain, loss of energy or loss of interest and pleasure in activities previously enjoyed. Arnou, (2004) also reported that rape victims can be severely traumatised by the assault and may have difficulty functioning as well as they had been used to prior to the assault with disruption of concentration, sleeping patterns and eating habit, these problems may be severe and may prevent the victims from revealing their ordeal to friends and family or seeking police or medical assistance,.

Social: in some places, girls who are raped are often forced by their families to marry their

rapist because being a victim of rape and losing virginity carry extreme social stigma and the victims are deemed to have their reputation tarnished. Withdrawn from social activities and functions coupled with the avoidance of rape victims by the society are part of social effects of rape, (Branscombe, Wohl, Owen, Allison & Ngbala, 2003).

Physical: injury and pregnancy can also result from rape because most penetrative rape generally does not involve the use of condom. Injury can potentially lead to serious outcome, (Wingood, Diclemente & Raj, 2000). Physical effect can arise from both forced sexual assault and those not involving forcible submission such as drug assisted date rape. Forced sexual assault frequently causes visible bruising or bleeding in and around the vaginal or anal area and bruises on other parts of the body from coercive violence, (Jewkes, Vundule, Maforah & Jordan, 2001).

2. Statement of the Problem

In recent times across the world, there has been increase in reported cases of physical, social and psychological disorder among underage school girls. Literatures and findings attributed more than 60% of such cases to rape. Rape has affected the psycho-social life of the victims, families and the society in general

Various health organizations, donor agencies, Government and Non-Governmental Organizations at various levels are making commendable efforts to reduce and control the incidence of rape among underage school girls through symposium, enlightenment programmes and update information about rape and its implication on health. However, despite all these efforts by Governmental and Non-Governmental Organizations, a lot still need to be done. In view of this, the study tends to investigate the aftermath effects of rape among underage school girls in Ilorin metropolis.

3. Research Questions

- (i) Does rape has psychological effects on the health of underage school girls in Ilorin metropolis?

- (ii) Does rape has social effects on the health of underage school girls in Ilorin metropolis?
- (iii) Does rape has physical effects on the health of underage school girls in Ilorin metropolis?

4. Research Hypotheses

- There is no significant psychological effect of rape on the health of underage school girls in Ilorin metropolis
- There is no significant social effect of rape on the health of underage school girls in Ilorin metropolis
- There is no significant physical effect of rape on the health of underage school girls in Ilorin metropolis

5. Methodology

The research design adopted for this study is a descriptive research of survey type. The population for this study comprises of all members of staff of Kwara State Ministry of Women Affairs and Kwara State Ministry of Social Welfare and Developments. The two ministries were used for this study because they work directly with rape victims in rehabilitation and counselling. Purposive and simple random sampling techniques were used to select 50 staff from each of the 2 ministries selected making a total of 100 respondents

The instrument used for this study was a researchers' structured questionnaire titled 'effects of rape on physical, social and

psychosocial health of underage school girls. The questionnaire has two sections: A and B. Section A contains the demographic information of respondents such as gender, educational qualification and years of experience while section B contains questions relating to the hypotheses set for the study. A modified four point Likert rating scale instrument of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1

The instrument was validated by three experts in related fields. Comments and suggestions were used to make relevant corrections to improve the instrument. The reliability of the instrument was carried out using test re-test method. It was administered to 20 staff of social welfare at Offa Local Government Council in Offa Local Government Area of Kwara State. The data collected in each of the two administrations were correlated using Pearson Product Moment Correlation. A correlation coefficient index of 0.78r was obtained. This shows that the instrument is reliable for the study.

The questionnaire was administered to the respondents by the researchers and 3 trained research assistants. The data collected were sorted, coded and analysed using SPSS version 18.0. An inferential statistics of Chi-square was used to test the hypotheses set for the study at 0.05 alpha level of significance

Hypothesis 1: There is no significant psychological effect of rape on health of underage school girls in *Ilorin metropolis*

Table 1: Chi-square analysis of psychological effects of rape on health of underage school girls in Ilorin metropolis

s/no	ITEM	SA	A	D	SD	Row Total	DF	Cal- χ^2	Cri- χ^2	Decision
1	Underage school girls' memory of rape leads to depression	70	16	11	3	100	9	39.54	16.92	hypothesis rejected
2	Rape of underage school girls can cause severe anxiety and stress	74	15	7	4	100				
3	Flashbacks of rape by underage school girls lead to sleep disorder/sleeplessness	77	16	5	2	100				
4	Rape of underage school girls can lead to amnesia (loss of memory)	66	18	12	4	100				
Column Total		287	65	35	13	400				

$P \leq 0.05$ cal $\chi^2 = 39.54 > \text{crit } \chi^2 = 16.92$

Table 1 indicates hypothesis 1 which states that there is no significant psychological effect of rape on health of underage school girls. The table revealed that the calculated χ^2 value of 39.54 and critical χ^2 value of 16.92 with 9 degree of freedom and at 0.05 level of significance, since the calculated χ^2 value of 39.54 is greater than the critical χ^2 value of

16.92, hence the hypothesis is rejected. This implies that rape has a significant effect on the psychological health of underage school girls in Ilorin metropolis.

Hypothesis 2: There is no significant social effect of rape on the health of underage school girls in Ilorin metropolis

Table 2: Chi-square analysis of social effects of rape on health of underage school girls in Ilorin metropolis

s/no	ITEM	SA	A	D	SD	Row Total	DF	Cal- χ^2	Cri- χ^2	Decision
1	Rape of underage school girls can lead to dissociative identity disorder among peers	69	16	11	4	100	9	34.47	16.92	hypothesis rejected
2	Rape of underage school girls leads to feelings of personal powerlessness	59	25	10	6	100				
3	Raped underage school girls are discriminated by the society	65	20	10	5	100				
4	Rape of underage school girls can make victims become prostitutes	61	18	14	7	100				
Column Total		254	79	45	22	400				

$P \leq 0.05$ cal $\chi^2 = 34.47 > \text{crit } \chi^2 = 16.92$

Table 2 shows the hypothesis which states that there is no significant social effect of rape on the health of underage school girls. The table indicates that the calculated χ^2 value of 34.47 and critical χ^2 value of 16.92 with degree of freedom of 9 and at 0.05 level of significance. Since the calculated χ^2 value of 34.47 is greater than the critical χ^2 value of 16.92, then the null hypothesis is therefore rejected, which implies that, rape has a significant effect on the social health of underage school girls in Ilorin Metropolis.

Hypothesis 3: There is no significant physical effect of rape on the health of underage school girls in Ilorin metropolis

Table 3: Chi-square analysis of physical effects of rape on health of underage school girls in Ilorin metropolis

s/no	ITEM	SA	A	D	SD	Row Total	DF	Cal- χ^2	Cri- χ^2	Decision
1	Rape of underage school girls results to unwanted pregnancy in most victims	55	23	16	6	100	9	28.01	16.92	Hypothesis Rejected
2	Rape of underage school girls can lead to deformity	58	22	15	5	100				
3	Forced sexual assault of underage school girls can lead to bruising and bleeding	49	32	15	4	100				
4	Forced Rape of underage school girls can lead to tear of the vaginal and eventually cause VVF (vesicovaginal fistula)	50	34	14	2	100				
Column Total		212	111	60	17	400				

$P \leq 0.05$ cal $\chi^2 = 28.01 > \text{crit } \chi^2 = 16.92$

Table 3 indicates hypothesis 3 which states that there is no significant effect of rape on the health and physical wellbeing of underage school girls in *Ilorin metropolis*. The table revealed that the calculated χ^2 value of 28.01 and critical χ^2 value of 16.92 with 9 degree of freedom and at 0.05 level of significance, since the calculated χ^2 value of 28.01 is greater than the critical χ^2 value of 16.92, hence the hypothesis is rejected. This implies that rape has a significant physical effect on the health of underage school girls in *Ilorin metropolis*.

6. Discussion of findings

The findings revealed that rape has a significant physical effect on the health of underage school girls in *Ilorin metropolis*. This is in agreement with the submission of Wingood et. al (2000) who stated that injury and pregnancy can result from rape because most penetrative rape does not involve the use of condom. The findings is also in agreement with Jewkes, (2001) who stated that forced sexual assault frequently causes visible bruising and bleeding around the vaginal and anal area .

There is a significant social effect of rape on the health of underage school girls in *Ilorin metropolis*. This findings corroborate with the report of Branscombe (2003) who stated that losing of virginity as a result of rape is a social stigma and the victims are deemed to have their reputation tarnished. Withdrawn from social activities and functions coupled with the avoidance of rape victims by the society are social effects of rape.

There is a significant psychological effect of rape on the health of underage school girls in *Ilorin metropolis*. The finding is in agreement with Bulick, et al (2001), which showed that depression is more than common feelings of temporary sadness. Symptoms can include prolonged sadness, feelings of hopelessness, unexplained crying, and changes in appetite with significant weight loss or gain, loss of energy or loss of interest and pleasure in activities previously enjoyed. It is also in agreement with the submission of Arnow (2004) who reported that rape victims can be severely traumatised by the assault and may have difficulty functioning

as well as they had been used to prior to the assault with disruption of concentration

7. Conclusions

Based on the findings, it was concluded that rape has great physical, social, and psychological effects on the health of the underage school girls in *Ilorin metropolis*. It also has negative impact on the families of victims and the society in general

8. Recommendations

It is therefore recommended that adequate control of the use of drugs should be enforced by the Government.

Proper education of youths on health, rape and security of life should be encouraged.

Families should train their children and wards on proper moral conduct and peer group influence.

References

- Arnow, B. (2004). Relationship between Childhood Maltreatment, Adult Health and Psychiatric Outcomes, and Medical Utilization. *Journal of Clinical Psychiatry* 65(12): 5-10
- Bessel, A. V., Susan, R., David, P., Susanne, S. & Joseph, S. (2005). Disorders of Extreme Stress. *Journal of Traumatic Stress* 18(5): 389-399
- Brancombe, N., Wohl, M., Owen, S., Allison, J. & Ngbala, A. (2003). Counterfactual Thinking, Blame Assignment and Wellbeing in Rape Victims. *Journal of Basic and Applied Social Psychology* 25(4): 265-273
- Bulick, C.M., Prescott, C.A. & Kendler, K.S. (2001). Features of Childhood Sexual Abuse and the Development of Psychiatric and Substance Use Disorders. *British Journal of Psychiatry* 179(5): 444-449
- Jewkes, R., Vundule, C., Maforah, F. & Jordaan, E. (2001). Relationship Dynamics and Teenage Pregnancy in South Africa. *Social Science and Medicine* 5(5): 733-744

- Jonathan, S. (2002). Handbook of Crisis Counselling Intervention and Prevention in the Schools. ISBN 978-0-8058-3615-8. Retrieved on 26/10/2017.
- Peters, T.O. & Olowa, O.W. (2010). Causes and Incidence of Rape among Middle Age and Young Adults in Lagos State, Nigeria. Research Journal of Biological Science 5(10): 670-677
- Wingood, G., Diclemente, R. & Raj, A.(2000). Advanced Consequences of Intimate Partner Abuse among Women in Non-Urban Domestic Violence Shelters. American Journal of Preventive Medicine 19(4): 270-275

Influence of Safework Practices on Occupational Health Hazards Prevention among Sawmill Workers in Ilorin South Local Government Area, Ilorin

S.N. AKOREDE, E.O. ALEBIOSU, Q.O. JAMIU
University of Ilorin, Nigeria

O.D. NOFIU, S.G. AHMED, S.C. AYUBA, A.A. MUSTAPHA
Ahmadu Bello University, Zaria, Nigeria

Abstract. This study investigated safe work practices and occupational health hazards prevention among sawmill workers in Ilorin south local government. Relevant literature were reviewed, some of the area reviewed include: types of hazards, effects and importance of occupational health and safety, use of nose guard, eye protection and hand glove, use of warning signals and occupational health hazards. A descriptive research design of survey type was used for the study. The population consist of all sawmill workers in Ilorin south local government area, Ilorin. A simple random sampling technique was used for sample selection. The sample consists of two hundred respondents. A researcher developed questionnaire was used as research instrument for data collected, which was validated and tested for reliability. Chi-square was used to analyze the data collected from the respondents. The hypotheses were tested at 0.05 alpha level of significance and at degree of freedom of 9. The results of the study reveal that; use of protective materials significantly prevent occupational health hazards among sawmill workers with χ^2 value of 59.333 > table value of 16.92 at (df) of 9 and use of warning signals significantly prevent occupational health hazards among sawmill workers with χ^2 value of 153.65 with table χ^2 value of 16.92 at df of 9. Based on the findings of the study, it was concluded that Use of use of protective material will

significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin, Use of warning signals will significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin. It was however recommended that Seminars, workshops, conferences should be organized to enlighten the sawmill workers on the importance of use of protective materials in the sawmill and Health educators should also enlighten the sawmill workers on the importance of using warning signals as it prevents occupational health hazards.

1. Introduction

Occupational Health and Safety (OHS) management protects the safety, health, and welfare of the people at the workplace. In 1950, the first session of the joint International Labour Organization (ILO) and the World Health Organization (WHO) committee on occupational health adopted a definition of occupational health. The definition was subsequently revised in 1995 and states that: Occupational health should aim at promotion and maintenance of the highest degree of physical, mental and social well – being of workers in all occupations: the prevention among workers of departures from health caused by their working conditions: the protection of workers in their employment from risk resulting from factors adverse to health, the

placing and maintenance of the workers in an occupational development adapted to his physiological and psychological capabilities and, to summarize: the adaptation of work to man and of each man to his job (Gudotti, 2011).

Safety constitutes one of the essential human needs, as postulated by Abraham Maslow in his theory of need hierarchy. Feeling safe at work ranks as a very important factor in job satisfaction (Kreitner 2007). In an attempt to safety, there are needs for organization to incorporate guaranteeing worker's safe work execution under a climate capable of enhancing the physical, mental, and emotional conditions organizational policy of this nature is often categorized under health and safety under work environment into their policy, Hall and Goodale (2003) described employee health as the absence of illness or diseases resulting from the interaction of employee and the work environment. In general term, health means a state of complete physical, emotional, mental and social ability of an individual to cope with his environment, and not merely the absence of diseases or infirmity (Hippocrate, 2005). Health is the art and science of preventing diseases, promoting physical and mental health sanitation and personal hygiene, control of infections and organization of health service (Lucas, 2001) On the other hand, safety means freedom from the occurrence or risk of injury or loss (Aswathappa, 2004). Aswathappa (2004), described industrial or employee safety as the protection of workers from the danger of industrial accidents. Safety can as well be referred to as the absence of injuries due to the interaction of the employee and the work environment Lucas (2001).

In a general perspective, safety means a condition of being safe from undergoing or causing hurt, injuries or loss. Hence, safety policies may encompass activities directed at either reducing or complete removal of hazardous conditions capable of causing bodily injuries. Organizational Safety policy, according to Aswathappa (2004), specified the company's safety goals and designates the responsibilities and authority for their achievement. Organization health and safety in the context of

this paper is concerned with the health and safety of workers which Annaah (2004) described as part and parcel of human security and as a basic human right.

According to International Labour Organization (ILO) (2005), organizational health and safety focus on the development of specific measures and programmes, aimed at protecting employees in the course of performing their duties to maximize productivity and improve the overall organizational performance. The primary aim of occupational health and safety programme is the prevention of accidents and illness, which employs knowledge as the principal tool. Only accurate knowledge of the risks and adequate training in handling them can enable the worker to adopt appropriate behaviour in the hazardous working environment. A successful accident prevention programme depends on leadership by the employer and safe work habits and practice by the employees (Hatting & Acutt 2003).

According to the World Health Organization (WHO), a substantial part of the general morbidity of the population is related to work (WHO, 2007). This assertion, though frightening, is not surprising as workers represent half of the global population and contribute greatly to the economic and social value of contemporary society (WHO, 2006). Occupational disease has become by far the most prevalent danger faced today by people at their work (WHO, 2006). A new assessment of workplace accidents and illness by the ILO (2005) indicated that occupational disease amounts to 1.7millionm annual work – related death and outpaces fatal accidents by four to one.

According to Stack and Elkow (2001), an accident is a perfectly natural product of n unorganized way of life. Disorder in the environment is a basic cause of the accident. The major keys to safety and survival are thus, the development of right attitude and behaviour in anticipating danger and being adequately prepared. It is the function of safe work practice to develop public consciousness of the need for accident control and management (Saarela, 2006). Training and instructional strategies that

lead to the development of good attitudes towards safety is called safe work practices. The proper control of hazardous conditions of the environment can be effective means of preventing the avoidable losses through accidents (Viaene, 2003).

However, the goal of every organization, whether profit or not – profit oriented is to work towards achieving the corporate objective for its existence. The extent to which this goal can be actualized depends principally on the workforce (Geller, 2009). The work environment has also been described as the aggregate of all living and working conditions that may influence the life and health of the workers or workmen. It includes lifestyle, culture, values, beliefs, perception of quality, stakeholders, perception of value for money, current situation (history), changes, benefits or risks of those changes and health promotion strategies. The work environment consists of various factors which introduce new dimensions to health, causing diseases and injuries which include, work accidents and exposure to hazards. Emeharole & Iwok (2008) asserted that occupational stress results from negative environmental factors associated with the job. Studies on the work environment observed that problems resulting from industrial pollution, occupational hazards and the quest for profit by the employers cause occupational diseases and health problems for the workers. Consequently, the work site could be a source of health problems for the workers, despite its role in the economic life of the individual (Denise, 2005).

However, in Occupational and Environmental Epidemiology, we prefer to define these two words as follows: LaMontagne, Barbeau, Youngstrom, Lewiton, Stoddard, McLellan, Wallace and Sorensen (2004) Hazard is the potential to cause harm; risk on the other hand is the likelihood of harm (in defined circumstances, and usually qualified by some statement of the severity of the harm). The relationship between hazard and risk must be treated very cautiously. If all other factors are equal -especially the exposures and the people subject to them, then the risk is proportional to the hazard. However, all other factors are very rarely equal (Peter, 2009)

Occupational hazards can be divided into two categories: Safety and Health Hazards. Safety Hazards that cause accidents that physically injure workers, and Health Hazards which result in the development of disease (Gorman, 2003). It is important to note that a hazard only represents a potential to cause harm. Whether it actually causes harm will depend on circumstances, such as the toxicity of the health hazard, exposure amount, and duration. Hazard can also be rated according to the severity of the harm they cause a significant hazard being one with the potential to cause a critical injury or death (Ontario Ministry of Labour, 2013). Occupational hazards may lead to illness, injury or death. They can include physical risk like falls and exposures to heavy machinery, along with psychological ones such as stress. Occupational hazards like exposure to chemical, biological and radiological agents are also concern and more reason why use of protective material such as Nose guard, hand gloves, warning signs, face protector and boots have been observed to be an effective safework practice particularly in lumber industries. People who work in jobs with recognized occupational safety hazards, special training is often provided so that the people are made aware of the hazards (Wise, 2013). But the point should be stressed that when health is addressed, safety is automatically taken care of because a healthy workplace is by definition a safe workplace (International Labour Organization, 2011).

The dynamics of accidents and illnesses at the work place can be understood from some basic concepts namely: relationship between work and health; the worker with his pre-existent health status enters into a work place. Factors that influence around him while at work are hazards which are physical, chemical, biological and ergonomic in nature. The workers protective mechanism that is available is the relevant regulations and relevant policies that are in place; with this in mind the focus of occupational health becomes three pronged; health promotion and maintenance of the highest degree of physical, mental and social wellbeing of all workers; prevention of adverse health effects due to work; and, improving working environment and work to become conducive to health and safety (Eisner, 2001).

2. Statement of Problem

The human, social and economic costs of occupational accidents, injuries and diseases and major industrial disasters have long been causing for concern at all levels from the individual workplace to the national and international. Measures and strategies designed to prevent, control, reduce or eliminate occupational hazards and risks have been developed and applied continuously over the years to keep pace with technological and economic changes. Despite this continuous trend, occupational accidents, and diseases are still too frequent and their cost in terms of human suffering and economic burden continues to be significant.

According to International Labour Organization recent report estimated that 2 million occupational fatalities occur across the world every year (ILO, 2003), the highest proportions of these deaths being caused by work-related cancers, circulatory and cerebrovascular diseases, and some communicable diseases. The overall annual rate of occupational accidents, fatal and non-fatal, is estimated at 270 million (Hämäläinen, Takala & Saarela, 2006). Some 160 million workers suffer from work-related diseases and about two-thirds of those are away from work for four working days or longer as a result.

Recent data from the ILO and from the World Health Organization (WHO, 2013) indicate that overall occupational accident and disease rates are slowly declining in most industrialized countries, but are level or increasing in developing and industrializing countries (Alli, 2008). Poor performance in occupational health and safety (OHS) can take a heavy financial toll on any business, not to mention the human cost of work-related illness, injury, and fatality. This is the primary aim of an effective Occupational Health Safety – Management System (OHS – MS) which include the use of protective materials of different range. The implementation of such a system can also help your business to deal with the legal imperatives, ethical concerns, industrial relations considerations relating to workplace safety, and to improve its financial performance. Every employee is responsible for

his own safety and the safety of anyone else who may be affected by the work he does (Kotze, 2002). Based on the foregoing, it is necessary to study the influence of safework practice on occupational health prevention among sawmill workers in Ilorin south local government area, Ilorin. Specifically, to investigate if the use of protective materials (hand gloves, nose guard, and boot) prevents occupational health hazards and to find out if the use of warning signals prevents occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.

3. Research Questions

The following research questions were raised to guide this study

- (i) Will the use of protective materials (hand gloves, nose guard, and boot) prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin?
- (ii) Will the use of warning signs prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin?

4. Research hypotheses

The following research hypotheses were formulated to guide this study:

- Use of protective materials (hand gloves, nose guard, and boot) will not significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.
- Use of warning signals will not significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.

5. Methodology

This research design used was basically a descriptive research of the survey type. The population for this study comprises all sawmill workers in Ilorin South with approximately 1,003 workers. Through purposive sampling

technique, three sawmill factories in Ilorin South Local Government Area was selected based on the level of activities taking place in the three most patronized sawmill. Simple random sampling technique would be used to select 200 respondents for the study in a proportionate manner.

The research instrument that was used for this study is a researcher's developed structured questionnaire tagged safe work practices and occupational health hazards prevention. The instrument consisted of two sections (A and B). Section A requested for the demographical information of the respondents while section B contains items used to elicit information on safe work practices and occupational health hazards prevention. The questionnaire was drawn on a four –point Likert rating scale. In order to ensure the validity of the research instrument, a draft of the researcher's developed structured questionnaire was given to three (3) other experts in the area of study. Their comments, suggestions, and correction were carefully studied and used to improve the quality of the research instrument used for the study.

The reliability of the instrument was determined through the use of test re- test method in which

Table 1: Chi-square analysis on use of protective materials and occupational health hazards

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	Df	CAL VALUE	TABLE VALUE	REMARK
1	Using nose guard practices in the factory prevents the workers from occupational health hazards	73 (36.5%)	81 (40.5%)	37 (18.5%)	9 (4.5%)	200				
2	Many sawmill workers do not make use of hand glove in their factories which leads to various health hazards such as amputation	51 (25.5%)	115 (57.5%)	27 (13.5%)	7 (3.5%)	200				
3	Eyes protection is affordable and very easy to purchase by sawmill workers thereby preventing occupational health hazards	34 (17.0%)	158 (79.0%)	3 (1.5%)	5 (2.5%)	200	9	153.65	16.92	Ho Rejected
4	The use of protective boot prevents sawmill workers from having tetanus	47 (23.5%)	61 (30.5%)	78 (39.0%)	14 (7.0%)	200				
Column Total		205	415	145	35	800				

P< 0.05 alpha level

a set of validated twenty (20) copies of questionnaires were administered to a set of respondents (Workers) who are not part of the main study in another study area in Ilorin South Local Government Area, Kwara State. The same of the questionnaire were re – administered was analysed, Pearson Product Moment Statistics was used to analyse the instrument collected. A correlation coefficient of 0.80r was obtained, which shows that the instrument was reliable. The completed questionnaire was collected, sorted, coded and analyzed, using descriptive statistics of frequency counts and percentage for demographic data of the respondents while Inferential Statistics of Chi – square was used to analyse the data collected to test the hypotheses set for the study at 0.05 alpha level of significance. Statistical Package for Social Science (SPSS) Version 20.0 Software.

6. Results

Hypothesis 1: Use of protective materials (hand gloves, nose guard, and boot) will not significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.

The findings from the analysis in table 1 indicated that the calculated chi-square value is 153.65 while the tabulated chi-square value is 16.92 with a degree of freedom 9 at 0.05 alpha level of significance. Since the calculated χ^2 value of 153.65 is greater than the tabulated χ^2 value of 16.92, therefore the hypothesis is rejected. This implies that the Use of protective materials will have significantly prevent occupational health hazards among sawmill

workers in Ilorin South Local Government Area, Ilorin.

Hypothesis 2: Use of warning signals will not significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin

Table 2: Chi-square analysis on use of warning signals and occupational health hazards
P < 0.05 alpha level

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	Df	CAL χ^2 VALUE	TABLE VALUE	REMARK
1	It is very essential to have warning signs in all the sawmills as a means of preventing occupational health hazards (accidents)	57 (28.5%)	120 (60.0%)	20 (10.0%)	3 (1.5%)	200				
2	All the warning signals should be strictly followed in order to prevent occupational health hazards	70 (35.0%)	117 (58.5%)	9 (4.4%)	4 (2.0%)	200				
3	Warning signs prevent sawmill workers from the risk of occupational health hazard	15 (7.5%)	165 (82.5%)	17 (8.5%)	3 (1.5%)	200	9	59.333	16.92	Ho Rejected
4	Inability to follow warning signals leads to many occupational health hazards in the sawmill	68 (34.0%)	120 (60.0%)	7 (3.5%)	5 (2.5%)	200				
	Column Total	210	522	53	15	800				

The findings from the analysis in table 2 indicated that the calculated χ^2 value is 59.333 while the tabulated χ^2 value of is 16.92 with degrees of freedom 9 at 0.05 alpha level of significance. Since the calculated χ^2 value of 59.333 is greater than the tabulated χ^2 value of 16.92, therefore, the hypothesis is rejected. This implies that the use of warning signals will significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.

7. Discussion

Regarding the first finding, table 2 indicated that the hypothesis which stated that use of protective materials will not significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin. This table shows the

calculated Chi – square value of 153.65 with table χ^2 value of 16.92 at degree of freedom 9 at 0.05 alpha level of significance. Since the calculated value of 153.65 was found to be greater than the table χ^2 value of 16.92 at 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies the use protective materials will significantly prevent occupational health hazards in Ilorin South Local Government Area, Ilorin. The result of this finding is in line with the view of Janssen (2003) who opined that the air quality of the work environment has a direct influence on the health of employees; ideal protective measures are to be used to control any sources of pollution and reduce the amount of pollutants entering the air supply. In addition, this finding is in line with Luchs (2005) who affirmed that protective gloves should be inspected before each use to ensure that they are not torn, punctured, or made

ineffective in any way. This finding is also in line with Roberto (2005) who opined that employers should ensure that the risk assessment they have to do by law includes risks to the feet as well as slipping risks, and if safety or special footwear is required they must supply it at no cost to the workers.

With respect to the second finding, table 2 indicated that the hypothesis which stated that use of warning signals will not significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin. This table shows that the calculated χ^2 value of 59.333 is greater than the table χ^2 value of 16.92 at 9 degrees of freedom (df) and at 0.05 level of significance, the null hypothesis thereby rejected. This implies that use of warning signal will significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin. These finding is in line with Khan (2003) who opined that here a hazardous substance is used, handled or stored in a place of employment, signs shall be posted in conspicuous places warning every person of the hazardous substance and if any precaution to be taken to prevent or reduce any safety or health risk. Also, Reiner (2008) affirmed that permanent signboards should be used for prohibitions, warning, mandatory requirement and the location of emergency exits and first aid facilities.

8. Conclusions

Based on the findings from the study, the following conclusions are drawn:

Use of use of protective material will significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.

Use of warning signals will significantly prevent occupational health hazards among sawmill workers in Ilorin South Local Government Area, Ilorin.

9. Recommendations

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

- Seminars, workshops, conferences should be organized to enlighten the sawmill workers on the importance of use of protective materials in the sawmill
- Health educators should enlighten the sawmill workers on the importance of using warning signals as it prevents occupational health hazards.

References

- Alli, B.O. (2008). *Fundamental Principles of Occupational Health and Safety*. Geneva: ILO
- Aswathappa, K. (2004). *Human Resource and Personnel Management: Text and Cases*. (3rd ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited, (Chapter 20).
- Annaah (2004) *Human Resource and Personnel Management: Text and Cases*. (3rd ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited, (Chapter 20).
- Coyle, J., & Leopold, J. (2002) *Health and Safety Committees - How Effective Are They?*, *Occupational Safety and Health*, November, 20-22.
- Denisi, A. S., & Griffin, R. W. (2005). *Human Resource Management*. (2nd ed.). Boston: Houghton Mifflin Company, (chapter 15).
- Eisner, H., & Leger, J. (2001) *The International Safety Rating System in South African Mining*, *Journal of Occupational Accidents*, 10, 141-160.
- Emeharole, P.O. & Iwok F. E. (2008). *Occupational Stress Induced Health from World Wide Web*: <http://www.dasonline.com/IMASPPEREquirementsDDAS.htm>
- Guidotti, T. L., ed. (2011). *Global Occupational Health*. New York: Oxford.
- Hall, D., & Goodale, J. (2003). *Human Resources Management: Strategy, Design, and Implementation*. Illinois: *Forman and Company*, (chapter 23).
- Hämäläinen, P., Takala, J., Saarela, K. L. (2006). "Global Estimates of Occupational Accidents", in *Safety Science*, Vol. 44, pp. 137-156.

- Hattingh, S & Acutt, J. (2003). Occupational Health: Management and Practice for Health Practitioners. Juta. Cape Town
- Hippocrates, A. (2006). *Health in Organizations*. New York: McGraw-Hill Inc, (chapter 12).
- Huggin, K A. (2001). Infection Control Today. 2001. [On-line]. Retrieved 24/02/2003
- ILO 2003, Standards-related activities in the area of occupational safety and health, Report VI, International Labour Conference, 91st Session. Available at: <http://www.ILO.org/public/english/protection/safework/integrat/survindex.html>
- ILO, (2005). Safe Work. Global estimates of fatal work-related diseases and occupational accidents, World Bank Regions.
- ILO. (2005). *National Health Policy and Strategy to achieve Health for all*. New York: ILO Publishers, (chapter 16).
- Janssen, L. Hatting, P.A. (2003) "The use of respirators to reduce inhalation of Airborne Biological Agents" Journal of occupational and Environmental Hygiene (Just - accepted)
- Khan (2003) Building Healthy Workplaces: What we know so far. *Canadian Journal of Behavioural Sciences*, 37, 223-235.
- Kotze, A.J. (2002). Occupational Health for the Nurses and other Health Workers. 3rd ed. Juta & Co: Cape Town.
- Kreitner, R. (2007). *Management*. (10th ed.). Boston: Houghton Mifflin company, (chapter 23).
- Kumar, R. 2005. Research Methodology. Sage Publications: London
- LaMontagne, A D., Barbeau, E., Youngstrom, R A., Lewiton, M., Stoddard, A M., McLellan, D., Wallace, L M., Sorensen, G (2004) Assessing and Intervening on OSH Programmes: Effectiveness Evaluation of the Wellworks-2 intervention in 15 manufacturing worksites *Occup Environ Med.*, ;61:651-660. doi: 10.1136/oem.2003.011718
- Lucas, O. (2001). Health and Safety Policies. London: McGraw – Hill Inc, (chapter 21).
- Nayar, A. (2005). Education and Health. New York: Pergamon
- Occupational Safety and Health Administration (OSHA) (2009) Fact Sheet. U.S Department of Labor. [On-line] Retrieved 15/09/2009 from World Wide Web. <http://www.osha-slc.gov/SLTC/constructionppe/index.html> Problems: The Scene Among Employees of Essien Udim LGA. Akwalbom. Proceedings of NAHE Conference.
- Reiner (2008) Merging Strategic Safety, Health and Environment into Total Quality Management, *International Journal of Industrial Ergonomics*, 16 (2), 83-94.
- Rogers, B. (2003). Occupational and Environmental Health Nursing: Concepts and Practice. 3rd ed. W.B Saunders: USA.
- Safety and Health at Work (2013) Wellbeing at Work: Creating a Positive Work Environment, *Publications Office of the European Union*, ISBN: 978-92-9240-039-2 doi:10.2802/52064
- Stack and Elkow (2001) Safework-in-focus Programme on Safety and Health at Work and Environment. Geneva: ILO Office. Press.
- Viaene, J. (2003). Organization of Accident Prevention within the Enterprise. Proceedings of the Ninth World Congress on the Prevention of Occupational Accidents and Diseases. Amsterdam.
- WHO (2007) Raising Awareness of Stress at Work in Developing Countries Protecting Workers' Health Series No. 6; WHO Press, Geneva, Switzerland

Liveability and Wellness of Residence of Oloje Community in Ilorin West Local Government Area, Ilorin Nigeria

A.I. BAKO, O. T. ADULOJU, A. T. ABUBAKAR-KAMAR
University of Ilorin, Nigeria

Abstract. Housing matters to the liveability and wellness of cities and to the productivity of their economies. Liveability in housing supports the health, wellbeing and the quality of life of people. The way they are planned, designed, built and managed can enhance or detract from liveability. However, this research was borne out with the aim of examining the liveability and wellness of Oloje community, by assessing the infrastructure facilities, housing conditions, sanitary facilities, socio-economic characteristics, environmental conditions as well as associated disasters. The methodology employed used systematic sampling technique of interval of 5 buildings, amounting to one hundred and thirteen (113) buildings being sampled. The research was able to come out with germane findings that income, infrastructures, housing facilities, building materials, age of buildings and flooding as some principle factors affecting liveability of residents of Oloje. A multiple regression analysis performed showed the F - value calculated is greater than the F – value on table, which shows the dependency of housing satisfaction on some principle factors. The research concluded the findings with basic recommendations like slum upgrading and economic rejuvenation, provision of infrastructure master plan, as well as public awareness as the way forward.

Keywords: Liveability, Wellness, Housing Conditions, Environmental hazards

1. Introduction

Housing remains one of the four pillars of human survival. Housing is often regarded as one of the basic human needs. It ranks third after food and clothing (Omole, 2010). Onibokun (1982) sees it as a prerequisite for the survival of man. The U.S. Census Bureau defines a housing unit as “a house, an apartment, group of rooms or a single room, occupied or intended for occupancy as separate living quarters,” with direct access to the unit from the outside or through a common hall and/or complete kitchen facilities for the exclusive use of occupants.

The complex interplay between housing and liveability can be observed in the work of Akinbode (2015) who fashions housing as a unit of the environment that has profound influence on the health, efficiency, social behaviour, satisfaction and general welfare of the community. Liveability of housing is a critical component in the social, economic, and health fabric of all nations (Encarta Interactive World Atlas, 2008). Thus, the issues surrounding housing and its liveability are inseparable from the social, economic, and political development of humankind. Issues of housing and wellbeing have become increasingly important in developed countries, and the home environment is of tremendous significance to human beings (Barnes et al, 2013).

The term liveability is nebulous in meaning and as a result it becomes a multi-faceted phrase that different researchers perceived differently, from region to region (Mohit and Iyanda, 2016). Liveability has been labelled by many researchers as the comfortability or suitability of living in a place. Despite the common usage of the term 'liveability', much of the literature provides only an implicit definition of the concept (van Kamp, et al., 2003). However, the meaning of liveability must be deduced from the context or choice of indicators. Lowe, et al. (2013) define liveability from housing perspective as a concept that reflects the wellbeing of a community and comprises the many characteristics that make a location a place where people want to live now and in the future".

Hammam (2014) observes failure of cities to accommodate the housing needs of growing urban populations can be seen in the proliferation of poorly serviced, high-density informal settlements. The importance of providing adequate and quality housing in any country cannot be overstated nor disputed in time or space (Omole, 2010). Slums have attracted most of the attention on urban housing in developing countries, and the Sustainable Development Goals have given prominence to their reduction. OECD (2012) reports that for liveability to be achievable, it is imperative therefore, to understand the different needs of diverse groups of people who live in our cities, and how their needs may change over time.

Placing side by side the local government areas in Ilorin metropolis, Ilorin West Local Government Areas visibly records the highest local government area with housing issues; as it forms the most residing side of the low-income earners in Ilorin metropolis. The increased number of shanty dwellings, squatter settlements and slums in most of the communities in the Ilorin metropolis and its environs have a direct correlation with the health of people. However, the liveability and wellness of people of Ilorin depend on chain of factors. To these effects, This paper, therefore, investigates the liveability vis-à-vis the wellness of residence of Oloje Town in Ilorin West Local Government Area.

2. Literature Review

The unique aspects of housing in Nigeria lie in its density and how it is provided (Listokin and Burchell, 2008). Ankeli et al (2016) opine that housing goes beyond mere shelter to include the facilities and other things in the environment that makes living comfortable for man. For housing to exude signs and impacts of liveability and wellness, it must be adequately provided with functional infrastructure. The provision of satisfactory low cost housing that meets government prescribed standards of quality and users' needs, expectations and aspirations has always been the goal of every public housing programme in Nigeria (Ibem and Aduwo, 2013).

As it happens, the world's urban population is expected to increase by about 2.7 billion by 2050 (ESMAP, 2014). Virtually all of the increased population will be in developing countries, leading to massive needs for new and improved housing and urban infrastructures (UNDESA 2012). Housing as a *sine qua non* of human existence however, remains one of the challenges facing developing countries, as the problem is more acute in the urban areas due to a high rate of urbanization occurring in these countries. Olotuah and Aiyetan (2006) argue the high rate of population explosion, continuous influx of people from the rural to the urban centres coupled with lack of basic infrastructure required for good standard of living have compounded housing problems and its liveability over the years. No state in Nigeria is yet satisfied that adequate housing has been delivered to the various economic groups that make up its populace. Thus, most nations, in one form or another will continue to claim housing problems.

Liveable cities support the health, wellbeing and the quality of life of people who live and work in them. The way they are planned, designed, built and managed can enhance or detract from liveability (OECD, 2012). Liveability as a concept is an urban planning concept that connotes the ability of a living environment to support human well-being or simply quality of life (Iyanda and Mohit, 2016). There has been growing public interest in understanding the

relationships between the economic, environmental and social aspects of life. Nationally and internationally, governments have responded by trying to measure whether there are signs of progress or regression between these factors. Omuta (1988) from Nigeria scrutinized neighbourhood liveability from socio-economic dimension through employment and unemployment, housing, amenity, education and nuisance.

Incontrovertibly, it is obvious that various definitions and applications as found in the literature centred on the human well-being or the satisfaction of the needs of the people (Balsas, 2004; Iyanda and Mohit, 2016). However, this research looks at concept of liveability as a concept that encompasses environment and establish an intertwined relationship with man, shelter, environment and institutional management. The wellness of a place can be measured on four factors, these factors are physical factors (land and climate, vegetation surrounding land uses infrastructure, pollution levels. Etc.), social factors (Population and its density, community composition, social cohesion, educational factors, religion, norms, values and sanctions governing the people), economic factors (employment and unemployment levels, sources of income, economic base of the area, factors of production, demand and supply patterns, taxes and trade) and aesthetic factors (significantly valued historic, archaeological or architectural objects or sites; scenic areas views and landscapes). Furthermore, (Lowe, et al., 2013) who conceive a liveable city to be safe, attractive, cohesive, and inclusive, and environmentally sustainable; with affordable and diverse housing linked to employment, education, public open space, local shops, health and community services, and leisure and cultural opportunities; via convenient public transport, walking and cycling infrastructure.

Accordingly, there is a close connection between the concepts of liveability and the social determinants of health (Commission on Social Determinants of Health, 2008). Taking the World Health Organization's (WHO)'s expansive definition of health as a "state of

complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. This report takes a leap into universality of housing need, as one of the indicators of housing liveability. Indubitably, universality of housing need makes liveability a mirage as Encarta Interactive World Atlas (2008) looks at housing as a critical component in the social, economic, and health fabric of all nations. No country can claim to have provided adequate housing to the various socio-economic groups that make up its population, more especially the poor. Akinbode (2015) observes developed nations to have overcome the issues of deficiencies in the quality of dwelling of their citizens. However, there are still other problems, which include insecurity in residential neighbourhoods, violence and crimes, vandalism and other related vices.

The UN's policy of "housing for all by the year 2000" to conquer housing needs was an unrealizable dream. Governmental and nongovernmental organizations must do a lot more, especially for the regions harbouring low income, to provide habitable, healthy and liveable housing for all (Encarta Interactive World Atlas, 2008).

3. The Study Area: Ilorin West Local Government Area

3.1 Geographical Location and General Characteristics

Ilorin West happens to be a local government area in Kwara State, Nigeria with its headquarters in the town of Oja Oba. Ilorin West Local Government Area of Kwara State is in the transitional zone between Northern and Southern parts of Nigeria. The Area lies within latitude 8°30'00"N and longitude 4°35'00"E. Ilorin West Local Government Area occupies a land area of 105 km² and according to National Population Census (NPC), this local government has a population of 364,666 at the 2006 census, making densest of all the local government in Ilorin (Figure 1). The Local Government is divided into Twelve (12) electoral wards (Adewole, Ajikobi, Alanamu, Badari, Baboko, Magaji-Ngeri, Ogidi, Oko-erin, Oloje,

Ojuekun/Sarumi, Ubandawaki and wara/Osin/Egbejila)(Oloko-Oba, et al., 2015). The weather is tropical wet and dry climate of average maximum temperature, average minimum temperature and average relative humidity in a year standing at 32.50C (90.50F) of 21.20C (70.20F) and 51.1% respectively (National Ocean and Atmospheric Administration, 2016).

The inhabitants of Ilorin west local government area are industrious and entre pricing in nature. Current commercial could be classified as large scale, medium scale and small-scale types (Fakomogbon, 2015). The Local Government Area has Crownhill and Al-Hikmah University as the only two private universities in the local government.

4. Research Methodology

A case study approach was selected for this research because it offered the ability to connect the micro-level experience of different opinions of denizens of Oloje residential neighbourhoods as regards their thoughts and feelings about their liveability vis-à-vis wellness. The data for this study was collected through primary and secondary sources. Questionnaire administration was the major veritable tool in harnessing relevant information. Observations, interviews photographs as well as GIS mappings supplemented this research Information from related ministries and government departments, particularly the state Ministry of Environment, Town Planning Office and Ilorin West Local Government Secretariat were also used.

Table 1: Population of Ilorin West Local Government by Wards

S/N	Wards	Population (2006)	Projected Population (2017)
1.	Ajikobi	67,897	97,978
2.	Alanamu	88,397	123,762
3.	Adewole	29,168	42,234
4.	Baboko	11,652	15,000
5.	Ogidi	31,582	46,410
6.	Oloje	12,543	15,940
7.	Ojuekun	21,693	30,940
8.	Zarumi	17,713	25,783
9.	Mogaji-Ngeri	30,855	41,920
10.	Ubandawaki	27,868	39,602
11.	WaraOshin/Egbejila	10,370	13,643
12.	Oko Erin	15,507	22,462
	Total	365,235	515,674

Source: (National Population Commission of Nigeria, 2015; National Bureau of Statistics, 2016; Kreem, 2017)

The ‘beck and call’ of this research focuses on Oloje area with a projected population of 15,940 (Table 1). As observed and pointed out by Fasakin (2000) that average of seven (7) persons make up a household, which results into 2,277 building in Oloje Town. To this effect a 5% sample size was taken, amounting to one hundred and thirteen (113) buildings being considered and sampled for the study. Using systematic random sampling approach to select respondents in the area, every 5th house in each of the districts involved was taken for the interview. Meanwhile, only one household was interviewed in each of the buildings selected. Each questionnaire contains 27 variables, which were thoroughly investigated to obtain information on gender, marital status and age of respondents. However, the residences’ socio-economic characteristics, structural condition of

buildings, the comfortability, the level of infrastructure facilities as well as residents’ perception of their environment were investigated.

5. Findings and Discussion

The idea of seeking resident views of liveability has been adopted for this research. Because liveability is highly subjective, it is particularly useful to consider the views of residents and their perceptions of how well their city supports individual and community wellbeing. However, the findings of this research empirically focus on the socio-economic characteristics, the level of comfortability of individual households, conditions of the buildings, housing facilities, level of infrastructure, wellness of the respondents in Oloje and the actual and potential

disasters. However, twenty-two (22) out of the one hundred and thirteen (113) questionnaires distributed could not be retrieved leaving ninety-one (91) which were used for the analysis. This represents 81% of the total expected responses. It was still considered reasonable when taking into consideration the homogeneous characteristics of Oloje as a High density area.

Socio-Demographic Characteristics:

The questionnaire administration focuses more on the adults of age bracket more than 25 years old, constituting 78.1% of the entire respondents sampled. However, there was a close call between the male and female distribution as the male carried 50.5% and female 49.5% of the entire respondent distribution. Nevertheless, it was observed that 24.2% of the respondent were single, 65.9% were married, while 2.2 %, 6.6% and 1.1% were divorced, windowed and separated respectively. From the data collected it was keenly observed that sustainable development goal three (3) still has a long way to go, as appalling number respondents representing 15.4%, 13.2% and 36.3% were Illiterates, primary school graduates and secondary school graduates respectively while 30.8% and 4.4% had tertiary and post-graduate certificates (Figure 1). The implication of the low level of education of the people in the area undermined the importance of living in comfortability and however, serves as a clog in identifying the elements of liveability and healthy environment. Figure 1 aptly shows the occupational distribution of respondents in the study area as literature had earlier confirmed Ilorin West area of study to be business oriented. However, 40.7% of respondents owned up to be business men and women, 29.7% were civil servants and while 16.5%, 4.4% and 8.8% were students, retirees and unemployed respectively. No gainsaying that Oloje area of study represents one of the Muslim dominated core areas of Ilorin West Area of study, with 85.5% respondents being a Muslim and remaining 14.3 % to be Christians as 0% claimed allegiance to traditional practice. Data on ethnicity as one of the demographic distribution was appropriately analysed with Yoruba tribe clearly dominating Oloje area of study with 75.8%, Hausa tribe with 4.4%, while Igbo and Fulani had 3.3% and

16.5% respectively. This further consolidates in theory and in practice that Oloje area of study are deadily inhabited by Yoruba speaking tribe. Table 2 further shows the income levels of the respondents and how these undermines the level of liveability and vis-à-vis wellness of Oloje area of study as an appalling 33% number of respondents earn below minimum wage of #18,000 and 50.5% of respondents earn between #18,000 – #50,000, not even up to the amount of #56,000 Nigeria Labour Congress (NLC) is proposing as the new minimum wage. 12.1% and 4.4% of the respondents mostly the Fulanis, claimed to be earning between #100,000 - #200,000 and #200,000 - #500,000 respectively. This clearly shows that they level of income of individuals has a direct correlation to their wellbeing. As Omole (2000) observes that if an individual earns well, eat well, he/she will strive to live in a decent and liveable environment.

Table 2: Socio-Demographic Characteristics of Respondents

Character	Percentage (%)
Gender Distribution	
Male	50.5
Female	49.5
Age Distribution	
15 - 25 Years	22.0
26 - 35 Years	29.7
36 - 45 Years	24.2
46 - 65 years	19.8
Above 65 years	4.4
Ethnic Distribution	
Yoruba	75.8
Hausa	4.4
Igbo	3.3
Fulani	16.5
Religion	
Christianity	14.3
Islam	85.7
Traditional	0
Income Level Per Monthly	
Less than #18,000	33.0
#18,000 - #50,000	50.5
#50,000 - #200,000	12.1
#200,000 - #500,000	4.4
Total	100

Source: Field Survey, 2017

Level of Comfortability and Housing Facilities

The level of comfortability and housing facilities focusses on the conditions at which people live inside their individual houses. The interior housing facilities with least comfortability,

Occupancy ratio, the forms of housing system. Etc.

However, the condition of bathroom, kitchen and Occupancy ratio is lamentable and ridiculous in the area. From Table 3, a large proportion of the buildings examined have these facilities, only that they are substandard, inadequate, inconveniently and inappropriately located. Many of the bathrooms are just small enclosures, some of which are made of non-durable materials like bamboo, rusted iron sheets, or planks at the backyard. It was gathered that in accessing the interior housing facilities 12.1% ascertained that their sitting room is the least convenient place for them, 6.6% ticked dining room while 52.5%, 20.9% and 7.7% clearly picked Toilet and bathroom, Kitchen and others to be the least comfortable inner housing facilities (Plate I). This shows that people of Oloje are living in pain as psychologist would say that anything not giving happiness will give depression. During the field survey, a respondent renting a house in Oloje area of study was quoted giving an awful comment on his kitchen facilities. He said: *“You know the kitchen is the traditional office of the woman as a result, my wife keeps adjusting repeatedly to suit her needs so I may not be too precise on this issue but I know the kitchen has witnessed a lot of changes since we moved in here”*

Another indicator of liveability accessed in this research is Occupancy ratio, it was clearly observed from table 3 that 1- 2 persons representing 20.9% sleep in one habitable room while 3 – 5 persons representing 73.6% and above 5 persons representing 5.5% reside in a single habitable room respectively. This clearly shows how the maximum of 2 persons per room occupancy ratio standard by World Health Organization is being compromised in Oloje area of study. Lack of privacy interferes with one's behaviour and mental health (Gove and Hedges, 1983). The effect of overcrowding cannot be underscored, as a male discussant clearly stated that: *“the one room is not convenient for me, my wife and my five (5) children, but I don't have a choice; that is what my income can afford”*

The age of buildings in the study area shows that 74.8% of the respondents have their buildings above 10 years of age, while the remaining 25.2% respondents have ages of their building below 10 years. This confirms Oloje area of study to be an ancient place, as many of the respondents confirmed to us that most of the buildings are inherited and have not undergone any form of transformation *Ab initio*.

Table 3: Level of Comfortability and Housing Facilities

Character	Percentage (%)
Inner Housing Facilities with Least Comfortability	
Sitting Room	12.1
Dining Room	6.6
Toilet & Bathroom	52.7
Kitchen	20.9
Others	7.7
Occupancy Ratio	
1 – 2	20.9
3-5	73.6
Above 5	5.5
Age of Building	
Less Than 5 Years	2.2
5 - 10 Years	23.1
10 - 15 Years	30.8
15 - 20 Years	15.4
Above 20 Years	28.6

Source: Field Survey, 2017

Regression Analysis of Principle Factors

Accessing the level of liveability and satisfaction as the dependent variable is based on five factors (Income Level, housing ownership, age of building, construction materials and sizes of rooms) as independent variables, using “*entre method*”. Multiple regression was conducted on housing liveability and the model summary in Table 4 specifies the coefficient of determination (R^2) value of 0.295 indicating 30% variance in housing liveability was explained by the model and subsequently, Adjusted R^2 value of 0.253 representing 25% of the housing liveability. Albeit, this result shows that R^2 is low showing that most of the variation in Housing Liveability were not explained by the predictor variables. However, this value is reliable and considered reasonably above an acceptable range of 15% as postulated by Mitchell and Carson (1989) and further ascertained by Akinyode (2017) this is acceptable in social sciences when cross-sectional data are taken into consideration. This

research further rejects the null hypothesis as it was observed that the calculated F value of 7.099 is greater than the table F value of (2.32) at degrees of freedom (5,85). As ascertained by Panneerselvam (2014), this simply implies that the regression is significant. However, income level, the housing ownership, age of building,

construction materials and sizes of rooms have a huge effect on the level of satisfaction and liveability of residents of Oloje area. Furthermore, the result of ANOVA from table 5 shows the P value is 0 which is less than 0.05, which also proves the above fact.

Table 4: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.693	5	4.539	7.099	.000 ^a
	Residual	54.340	85	.639		
	Total	77.033	90			

a. Predictors: (Constant), income level, the housing ownership, age of building, construction materials and sizes of rooms

b. Dependent Variable: Housing Liveability

Table 5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.543a	.295	.253	.800	.295	7.099	5	85	.000	1.416

a. Predictors: (Constant), income level, the housing ownership, age of building, construction materials and sizes of rooms

b. Dependent Variable: Housing Liveability

Assessment of Infrastructure Facilities and Environmental Conditions

Infrastructure can be labelled as the economic and social underpinnings of a community or nation. However, elements of infrastructure include systems of transportation, power generation, sewage and solid waste disposal, communications, banking, education, and health. From the table 6 below it can be seen that 5% respondents only had accessibility to their house while the remaining 45% clearly opined to have been living in a contiguous building where accessibility is poor and grossly inadequate. Assessing the sewage facilities, Karadi and Huang (2008) describes proper sewage disposal, or wastewater disposal as various processes involved in the collection, treatment, and sanitary disposal of liquid and water-carried wastes from households and industrial plants. This evidently affects the liveability of the

respondents, as considerable number of 65% respondents expressly claimed to have no sewage facilities, as they think these forms least part of their worries and 35% claimed to have sewage facilities. This further gave an observed reason while the Oloje area of study is characterized with stench of smell as many respondents cavalierly responded that they do pour waste water in streets. Lending support from the recent studies of Bako, Raheem and Aduloju (2017), it can be deduced that the rate at which damages is being done to the environment has surpassed the capability of the only existing law however, which is KWEPA law to respond. As 75% agreed there was no effective solid Collection system and the remaining 25% enjoyed a flexible relationship with the truth affirming there is an effective solid waste collection system. Waking up to see a filthy environment not only gives headache but a psychological breakdown. Plate II clearly shows

the haphazard and inexplicable way at which people of Ipata Oloje dispose waste, the sight is heartrending and mentally disturbing.

The Centre for Liveable Cities Singapore in 2011 define liveability as the city with excellent planning, create a lively, attractive and secure environment for people to live their life, work, play and learn. However, in Oloje area of study, 90% of respondents attested to the fact that there exist educational facilities while the remaining 10% agreed there were no educational facilities. However, from observation the state of learning facilities is below standard relative to the state of the buildings or the maximum distance which were not equidistant to individual households, as many of the buildings were observed to be blighted, state of disrepair and ultimately pose a threat. To achieve sustainable development goal three (3) both in quantity and quality will be an illusion for many years if things remain this state of quagmire.

Table 6 clearly shows the security of the neighbourhood against violence and robbery, 51.7% agreed that Oloje area of study is extremely secured and very secured, while 31.9%, 14.3% and 2.2% affirmed the neighbourhood to be moderately secured, slightly secured and not secured at all respectively. This shows Oloje area is liveable in terms of the security and crimelated issues. However, the binomial responses of respondents were collected as regards whether there have been cases of robbery and/or violence. To this effect, 61.5% gave a clear assertion that there hasn't been any case of robbery while 38.5% agreed that the intertwined relationship between robbery and violence has occurred countless of terms. Having a 38.5% shows we live in a violent time. In light of this, it will be necessary to unequivocally stress out the definition of violence; as defined by World Health Organizationas "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation". All these factors are agents working against liveability.As observed by

Omole (2000) that violence falls under social blight and as quoted by one the respondents on the cases of violence, he identified violence amongst tenants sharing the same housing facilities, due to the traditional tenement building and domestic violence as the most prevalent violence in Oloje area of study. the discussant further stretched it by saying *"the cries of married women wake us up in the morning and also a lullaby for us to sleep at night"* while another respondent who has been living in Oloje for over 15 years identified robbery as a serious issue in Oloje as she said *"there has been cases of stolen goats, televisions and even kidnappings here in Agbarigidoma community, but our vigilante groups have been up to the task"*.

Assessing the basic infrastructure missing in Oloje area of study, the respondents lamented with an unequivocal vehemence, as 26.4% of respondents agreed it to be good roads, 7.7% access to potable water, albeit, 37.4% and 16.5% of respondents voted for effective solid waste collection and disposal and power supply respectively, while 12.1% respondents regrettably and alarmingly picked others specifically meaning everything. i.e. all infrastructure is clearly missing in Oloje area of study. Plate III shows the state of infrastructure and how appalling the people of Oloje area of study are living. we cannot discount the fact that infrastructure is the backbone of liveable cities. However, Bako, Raheem and Aduloju (2017) had earlier laid emphasis on poor solid waste system in Ilorin South as they observe how land/soil pollution in GRA, Tanke and Maraba has inexplicably converted a dunghill into a major land use in these areas. The sight of ineffective solid waste system creates a psychological breakdown and incontrovertibly labels an area slum.Furthermore, in the studies of Omole (2010), he affirms that larger parts of the housing environment are always rendered unattractive for lack of essential services like water, access roads, regular supply of light, school, and health facilities.

Table 6 shows that 49.5% of respondents agreed pollution affect their wellness while 50.5% believed pollution has nothing to do with their wellness. From our interview, it was gathered

that many of the respondents do not even know what pollution is, talk less of knowing their effect. It can be recalled from table 1 that 36.3% of respondents sampled were secondary school graduates.

Figure 3 shows that 34% of respondents agreed land/soil pollution to be the most prevalent, 10% agreed it to be noise pollution while 32%, 20% and 4% of respondents affirmed air, water and other forms of pollution to be the most prevalent form of pollution. Plate IV further explains the complex interplay of air and land/soil implication of pollution in Oloje area study. however, from observation, it can be deduced that all forms of pollution have taken over Oloje as the urban scenes is characterized and decorated with cumulative effects of solid waste, coupled with the stench of smell oozing out from different neighbourhoods in Oloje area of

study. Moreover, Engelking (2008) opines plainly that because of the complex relationships among the many types of organisms and ecosystems feeding on the solid wastes, environmental contamination may have far-reaching consequences that are not immediately obvious or that are difficult to predict.

From the analysis in figure 3, it was gathered that 45.1% agreed that post office was the only essential facilities missing in Oloje as 8.8%, 12.1%, 8.8% and 25.3% of respondents ticked police post, health facilities, neighbourhood market and solid waste collection system to be the essential facilities missing in Oloje respectively. This shows clearly that liveability indicators are clearly missing in Oloje area of study.

Table 6: Assessment of Infrastructure Facilities and Environmental Conditions

Character	Frequency	Percent (%)
Accessibility of Individual House Holds		
Yes	50	55
No	41	45
Sewage Facilities		
Yes	32	35
No	59	65
Effective Solid Waste Collection System		
Yes	23	25
No	68	75
Educational Facilities		
Yes	82	90
No	9	10
Security of Neighbourhood		
Extremely Secured	9	9.9
Very Secured	38	41.8
Moderately Secured	29	31.9
Slightly Secured	13	14.3
Not Secured at all	2	2.2
Case of Robbery and Violence		
Yes	35	38.5
No	56	61.5
Basic Infrastructure Missing		
Good Roads	24	26.4
Access to Potable Water Supply	7	7.7
Effective Solid Waste Collection System	34	37.4
Power Supply	15	16.5
Others (Everything)	11	12.1
Effect of Pollution on Wellness of Residents		
Yes	45	49.5
No	46	50.5

6. Recommendations

After thorough investigation of liveability and wellness of Oloje area of study, it can be deduced that Oloje community is an area of

neglect, in terms of infrastructure, housing facilities, sanitary facilities, socio-economic characteristics and environmental conditions and disasters. All these deficiencies pointed in Oloje exude characteristics of regional inequalities.

Evidently, all measurements and indicators of liveability have been seriously compromised. It is against these findings this report strongly offers and suggests the following recommendations:

Slum Upgrading and Economic Rejuvenation

Government has an essential role to play in investing in the human resources and infrastructure needed to develop an entrepreneurial culture. The era of strategic patience is over, the government must now take up the responsibilities of doing for them, what they cannot do for themselves. This reports strongly recommends a partial slum clearance, as the city can be seen to be at a point of decay. As Omole (2000) observes city to be a living organism which passes through five stages (birth, growth, decay, death and rebirth). This research unequivocally recommends that part V section 83 of Nigeria Urban and Regional Planning Law to be applied to some parts thereof if not whole, as communities like Ipata Oloje has every factor to breakdown human beings psychologically. The need for slum upgrading in Oloje has gone beyond debate, it is now a necessity. However, this research clearly recommends economic rejuvenation alongside slum upgrading as this will treat the cause of decay rather than the symptoms of decay affecting the liveability of residents of Oloje. As it has been observed in the findings of this research that 83% of the respondents sampled earned less than ₦56,000 minimum wage Nigeria Labour Congress (NLC) proposed. However, government must try to reduce this regional inequality as a major factor affecting liveability and wellness and boost their income, as increase income gives sense of decency.

Review of Environmental Law

There is need for the review of environmental law guiding environmental misappropriation in Oloje, as residents live above the environmental law. it is suggested that the existing environmental KWEPA law governing Ilorin West area of study should be effectively reviewed for the very first time since enacted in 2006 and implemented while some of the laws and their penalties should be reviewed compulsorily as Bako, Raheem and Aduloju

(2017) pointed out in their studies that victims of environmental laws only pay token fee, while some are left alone without a fine, warning or incarceration. However, This KWEPA law must be reviewed in order to be in line with the test, dynamism and demand of time.

Provision of Infrastructure Master Plan (IMP)

Infrastructure is the backbone of any liveable city, as it encompasses all indicators of liveability. Therefore, this research is suggesting an infrastructure masterplan of 10 – 15 years for Oloje area of study as this will help in complementing the existing land use masterplan. The purpose of any proposed Oloje's Infrastructure Master Plan (IMP) is to support the overall community-wide Official Plan (OP) goals of creating more vibrant, healthy and complete neighbourhoods across the municipality while ensuring long-term liveability and affordability for both the City government and residents. Efficient management, responsible operation and judiciously targeted growth of water, wastewater, and storm water infrastructure play a major role in the pursuit of these goals. From the findings of this research most of the valuable infrastructure like good roads, solid waste collection and management. Etc. are clearly missing. The IMP will support the OP by ensuring there is enough infrastructure capacity in the right areas of the Oloje community at the right service levels at the right time to accommodate development and redevelopment until 2032 when the Oloje population is expected to reach 25, 567 thousand people.

Public Awareness

The public understanding of science is a necessity and a veritable tool in stimulating the consciousness of individuals. As stakeholders like government and non-governmental organizations can organize programmes on the need to take care of one's environment and further emphasize the slogan 'health is wealth'. Public awareness through jingles on radios and televisions, pamphlets, newspapers and also the use of Corp members of Nigeria Youth Service Corp (NYSC) as vanguards to sensitize the general public of Oloje on the essence of

cleanliness will go a long way in changing their mentalities towards their community.

7. Conclusion

Liveability are broader societal and cultural characteristics of places and communities within cities. The cultural characteristics of cities reflect both historical and contemporary ways of living. In assessing the liveability and wellness of Oloje community, it has been pointed out that the level of liveability of Oloje residents is unspeakable with occupancy ratio more than the required minimum and level of income is nothing to write home about. The regression analysis performed on the principle factors shows that the *F-value* calculated is greater than the table value. All these empirical evidences inherently describe the level of liveability to be below par. However, government intervention and policies are necessary on the state of housing condition, educational facilities and infrastructure as whole, as they must think of ways to enliven Oloje community. This research also recommends that community should take their monthly environmental sanitation most seriously and all-encompassing to conquer fluvial flooding which has become friendly disaster in Oloje community and other forms of environmental conditions, as global environmental collapse is inevitable. Finally, international bodies and organization should help in achieving sustainable development goals by all means.

A collaboration with international bodies like World Bank will go a long way in solving some environmental issues threatening sustainable development goals, which is a stimulant for the international bodies to react. As sustainability has been used synonymously with liveability in time past.

References

Abdullahi, B. C. (2010). Nigeria's Housing Policy and Public-Private Partnership (PPP) Strategy: Reflection in Achieving Home Ownership for Low-Income Group in Abuja-Nigeria. *Urban Dynamics and Housing Change* 22nd

Housing Research
Instabul, Turkey.

*International
Conference,*

Agbola, T. (2010). A Review of Nigeria's National Housing Policy: The Antecedents and A Prognosis. *Housing Policies in Africa: Implementation Effectiveness, Impact and Lessons Learnt*. Kampala, Uganda. Retrieved August 10, 2017

Akinbode, T. (2015). *Housing Policy and Programmes*. Akure.

Akinyode, B. F. (2017). Determining Factors for Housing Affordability in Ibadan, Nigeria. (K. Singh, Ed.) *Ethopian Journal of Environmental Studies and Management*, 10(5), 642-653.

Ankeli, I. A., Dabara, I. D., Gambo, M. D., & Agidi, O. M. (2016). Residential Housing Rental Values and Infrastructural Development in Osogbo, Nigeria. *Conference of the International Journal of Arts and Sciences*, 09(01), 29-40.

Bako, A. I., Raheem, M. W., & Aduloju, O. T. (2017). Potential Environmental Laws for Sustainable Development in Nigeria: A Case Study of Ilorin Metropolis. Ilorin.

Barnes, M. C., Cullinane, S., Scott, & Silvester, H. (2013). *People Living in Bad Housing: Numbers and Health Impacts*. Retrieved from

https://england.shelter.org.uk/_data/assets/pdf_file/0010/726166/People_living_in_bad_housing.pdf

Commission on Social Determinants of Health, . (2008). *Closing the Gap in a Generation: Health Equity Through Action on the Social Determinants of Health*. Geneva: World Health Organization.

Encarta Interactive World Atlas . (2008). *Human Habitation*. Microsoft Encarta Premium.

Energy Sector Management Assistance Program (ESMAP). (2014). *Planning Energy Efficient and Livable Cities*. Washington DC: The World Bank.

Fakomogbon, O. E. (2015). *Facilitating Employment Generation through Small*

- and Medium Scale Industries in Ilorin West Local Government Area, Kwara State. Ilorin.
- Fasakin, J. O. (2000). *A Landuse Analysis of the Operational Characteristics of the Commercial Motorcycle in Akure*. Ph.D Thesis, Federal University of Technology, Akure, Department of Urban and Regional Planning, Akure.
- Gove, & Huges. (1983). *overcrowding in the Household: An Analysis of Determinants and Effects*. Toronto and New York: Academic Press.
- Hammam, S. (2014). *Housing Matters*. Urban and Disaster Risk Management . Washington: The World Bank.
- Ibem, O. O., & Aduwo, E. B. (2013). Assessment of Residential Satisfaction in Public Housing in Ogun State, Nigeria. *Habitat International*, 40, 163 -175. Retrieved from www.elsevier.com/locate/habitatint
- Engelking, P. "Pollution." Microsoft® Encarta® 2009 [DVD]. Redmond, WA: Microsoft Corporation, 2008.
- Iyanda, S. A., & Mohit, M. A. (2016). Measuring the Dimensions and Attributes of Liveability of Low Income Housing Communities in Nigeria. *Journal of the Malaysian Institute of Planners*, IV, 383-394.
- Karadi, G. M., and Huang, J. Y.C. "Sewage Disposal." Microsoft® Encarta® 2009 [DVD]. Redmond, WA: Microsoft Corporation, 2008.
- Kreem, L. A. (2017). *An Assessment of the Awareness of Environmental Laws in Ilorin West Local Government Area of Kwara State, Nigeria*. University of Ilorin, Department of Geography. Ilorin: unplished.
- Lowe, M., Whitzman, C., Badland, H., Davern, M., Hes, D., Aye, L., . . . Giles-Corti, G. (2013). *Liveable, Healthy, Sustainable: What Are the Key Indicators for Melbourne Neighbourhoods?* Melbourne.
- Mitchell, R. C., & Carson, R. T. (1989). *Using Surveys to Value Goods: The contingent Valuation Method*.
- Mohit, M. A., & Iyanda, S. A. (2016). Liveability and Low-income Housing in Nigeria. *Social and Behavioral Sciences*, 863-871. Retrieved from www.sciencedirect.com
- National Ocean and Atmospheric Administration. (2016, July 22). "Ilorin Climate Normals 1961–1990". Ilorin, Nigeria.
- Nwilo, P. C. (2014). *Environmental and Management Issues in Nigeria Coastal and Inland Waters*. Akure: FUTA BDC.
- (OECD), O. f.-o. (2012). Chapter Five: Liveability. In O. f.-o. (OECD), *State of Australian Cities* (pp. 204-277). Melbourne, Australia.
- Olawale, S. B., Lawal, A. A., & Alabi, J. O (2015). Nigeria Housing Policy: Any Hope for the Poor? *American Research Journal of Humanities and Social Sciences*, I(4), 29-35. Retrieved from <https://www.arjonline.org/papers/arjhss/v1-i4/5.pdf>
- Oloko-Oba, M. O., Ogunyemi, A. S., Alaga, A. T., Olatunji, S. B., Ibrahim, S. I., Isa, I., . . . Kolawole, M. H. (2015). A Geospatial Approach to Evaluation of Accessibility to Government Primary Schools in Ilorin West Local Government Area, Kwara State, Nigeria. *European International Journal of Science and Technology*, IV (8), 96-107.
- Olotuah, A. O., & Aiyetan, A. O. (2006). Sustainable Low-Cost Housing Provision In Nigeria: A Bottom-Up Participatory Approach. *Procs 22nd Annual ARCOM Conference*, (pp. 633 -639). Birmingham, UK,.
- Omole, F. K. (2000). *Urban Renewal Process: Issues and Strategies*. Lagos, Nigeria: Concept Books.
- Omole, F. K. (2010, December). An Assessment of Housing Condition and Socio-Economic Life Styles of Slum Dwellers in Akure, Nigeria. *Contemporary Management Research*, 6(4), 273-290.
- Omuta, G. E. (1988). 'The Quality of Urban Life and The Perception of Liveability: A Case Study of Neighbourhoods in Benin City, Nigeria. *Social Indicators Research*, 417-440.

- Onibokun, A. G. (1982). Housing Needs and Responses: A Planners View Points *Journal of the Nigerian Institute of Town Planners*, 2.
- Panneerselvam, R. (2014). *Research Methodology* (2nd ed.). Delhi: PHI Learning Private Limited.
- (UNDESA), U. N. (2012). *World Urbanization Prospects*. New York: United Nations.
- United Nations Children's Fund (UNICEF). (2008). *UNICEF DataBase*.
- van Kamp, I. (2003). Urban Environmental Quality and Human Well-Being. Towards a Conceptual Framework and Demarcation of Concepts; a Literature Study. *Landscape and Urban Planning*, 5-18.
- Waziri, A. G., & Roosli, R. (2013, August). Housing Policies and Programmes in Nigeria: A Review of the Concept and Implementation. *Business Management Dynamics, III* (2), 60-68.

Causes and Implications of Infertility on Reproductive and Wellbeing of Childbearing Age Women in Obajana, Kogi State

S.O. ONIYANGI, E.J. IBRAHIM
University of Ilorin, Nigeria.

Abstract. The study examines the causes and implications of infertility on reproductive wellbeing of child bearing age women in Obajana, Kogi State, Nigeria. Descriptive research design of survey type was used for the study; the population of the study comprises all infertile women attending infertility clinics and hospitals in Obajana, Kogi State. 200 respondents were sampled for the study. A researcher designed structured questionnaire of four Likert rating scale format was used for the study, the instrument was validated and tested for reliability, a reliability coefficient of 0.89r was obtained. The instrument was administered by the researcher and two trained research assistants. Four research hypotheses were formulated. The data collected was analyzed using inferential statistics of Pearson Product Moment Correlation ‘r’ at 0.05 level of significance. The findings reveal that: physiological condition of reproductive organs will be the cause of infertility of child bearing age women in Obajana, Kogi State because the calculated r of 0.610 is greater than the critical r of 0.116 at 0.05 level of significance. Sexually Transmitted Infections (STIs) will be the cause of infertility of child bearing age women in Obajana, Kogi State because calculated r of 0.819 is greater than the critical r of 0.116 at 0.05 level of significance. Infertility will have implication on mental health status of child bearing age women in Obajana, Kogi State because calculated r of 0.235 is greater than the critical r of 0.116 at 0.05 level of significance. Infertility will have implication on economic status of child bearing age women in Obajana, Kogi State because calculated r of 0.317 is greater than the critical r of 0.116 at 0.05 level of significance. Based on the findings of the study, the following recommendations were made: Women should guide against anything that will affect their reproductive organs, Women should guide themselves against the contact of sexual transmitted infection. Women with infertility should be

protected from mental stress that may come from it. Women of childbearing age that are affected by infertility should desist from unnecessary spending from their search for children.

Keywords: Infertility, reproductive, childbearing and wellbeing.

1. Introduction

The World Health Organization (2013) defined infertility as a disease of the reproductive system by the failure to achieve a clinical pregnancy after 12 months or more of regular unprotected sexual intercourse (and there is no other reason, such as breastfeeding or postpartum amenorrhea). Over the years, many countries of the World have experienced and are still experiencing the issue of infertility; this is to say that infertility is not a new but has always been with human beings right from creation. Primary infertility is infertility in a couple who have never had a child, secondary infertility is failure to conceive following a previous pregnancy, infertility may be caused by infection in the man or woman, but often there is no obvious underlying cause (WHO, 2013).

According to Khan, Gupta and Mires (2005), infertility is classified into primary and secondary. Couples with primary infertility have never been able to conceive while on the other hand, secondary infertility is difficulty conceiving a child after already having conceived (and either carried the pregnancy to term or had a miscarriage) (Khan et al., 2005). In some cultural settings, infertility could lead to stigmatization, as reported in matrilineal ethnic group in Mozambique; the consequences of infertility include exclusion of the infertile women from certain social activities and traditional ceremonies (Gerrits, 2007). It has been reported

among the Ekitis in south - western Nigeria, infertile women are treated as outcasts and their bodies are buried in the outskirts of the town with those of demented persons (Ademola, 2012).

Infertility is a stressful condition, having a strong impact on sexual life, relationship, sense of self-worth, and daily life. In the midst of testing and treatments, infertility may literally feel like it has become one's entire life, as one goes to and from doctor appointments. All of this stress can potentially contribute to the development of depression. Depression is more common among the fertility challenged who have a family history of depression, which experienced depression before their fertility struggles, or those who lack a support network. Infertility frequently causes feelings of shame, which may make it more difficult to talk to friends and family about their struggles. This isolation makes depression more likely. Some hormonal imbalances that cause infertility may also contribute to mood symptoms and vulnerability to depression, (Rachel, 2015).

According to Sherman (2009) in tertiary health institution, most women that come to see the doctors because of infertility problem were typically in their late 30s. Most of them tend to have some kind of ovulatory problem with egg quality because they are getting to menopause. This group observed that if you look at the population at large, the most common cause of infertility is some kind of tubal blockage which is caused by an infection in the fallopian tube gotten either from a sexually transmitted disease or from a prior pelvic surgery. The second leading cause of infertility is lack of ovulation called polycystic ovary syndrome (PCOS) in which women do not ovulate.

Marriage is basically a stable union and so when Nigerians marry, their expectation is usually, that the marriage will last. Just like every African woman marriage, Nigerians also enter into marriage today to get children, thus, intimacy in marriage and bearing of children has remained life-long aspirations of couple especially in sub-Saharan African region (Isiugo-Abanihe, 2004, 2003; Adewuyi & Ogunjuyigbe, 2003; Togunde & Newman, 2005; Mayer & Trommsdorff, 2010). Nnabugwu (2014) stated that fertility is often seen as a great mystery of life, as a force that runs from one generation to the next. This demand for fertility puts a stress in marriage and can bring about a breakdown when it turns out not to be fruitful. Many families are not prepared to accept marital breakdown as a human reality, when all effort at its prevention fails. The

fact is that marital breakdown is on the increase today. Nnabugwu (2014) further stated that despite an apparent upsurge in the number of young people who are getting married, there is at the same time a frightening reality of the high percentage of marriages that are breaking up. It has been observed that over the past years in Nigeria, the society has witnessed a great increase in the rate of separation, divorce, marital disaffection and loss of affection between couples. This is not the same with saying that marriage in Nigeria today is in crisis (Nnabugwu, 2014).

Couples without children are rampant reaching 33 percent in Austria, 55 percent in Denmark and 36 percent in France (Hantrais, Philipov & Billari, 2005). Specific rates are difficult to establish for sub-Saharan African countries. Till date, Nigerians marry to have children and marriage has meaning only when a child is born and more often if the child survives. Marital fertility is thus essential, childlessness is often regarded as an aberration, and the victims are often pitied or stigmatized (Isiugo-Abanihe, 2004). There is general decline in marital stability and the number of times that people marry is increasing coupled with high rate of multiple partnerships in Nigeria like other traditional African countries (Omideyi, 2007; Isiugo-Abanihe, 2004, 2003).

Infertility is the inability of a couple to achieve a pregnancy after repeated intercourse without contraception for one year (Beers, Andrew, Jones & Porter, 2003). It is becoming increasingly common that people are waiting to marry and to have a child. The cause of infertility may be due to problems in the man, the woman, or both. Problems with sperm, ovulation, or the fallopian tubes each account for almost one third of infertility cases. In small percentage of cases, infertility is caused by problems with mucus in the cervix or by unidentified factors. Thus, the diagnosis of infertility problems requires a thorough assessment of both partners (Beers et al., 2003).

Child bearing is an expedient aspect of life all over the world. Infertility is considered a personal tragedy and a curse; it affects the entire family and can even affect the local community (Adewunmi, Etti, Tayo, Rabi, Akindele, Ottun & Akinlusi, 2012). Global research indicated that about 13-15 percent of couples worldwide are infertile (Kamel, 2010). World Health Organization (WHO) (2015) defined infertility as the inability to conceive a child after two years of unprotected sexual intercourse. This

means that a couple may be considered infertile if after two years of regular sexual intercourse the woman has not become pregnant (and there is no other reason, such as breastfeeding or postpartum amenorrhoea).

One in every four couples in developing countries had been found to be affected by infertility, when an evaluation of responses from women in Demographic and Health Surveys from 1990 was completed in collaboration with WHO in 2004. A WHO study, published at the end of 2012, has shown that the overall burden of infertility in women from 190 countries has remained similar in estimated levels and trends from 1990 to 2010. Infertility is a global public health concern and affects approximately a tenth of couples worldwide (Rep Health Outlook, 2002). In Nigeria, prevalence rates may be higher. A recent study reported that up to a third of women in a rural community were affected (Adetoro & Ebomoyi, 2011). It has been described as the most important reproductive health concern of Nigerian women (Okonofua, 2003), and accounts for between 60 and 70 percent of gynecological consultations in tertiary health institutions (Megafu, 2008). Female infertility is stigmatized in western as well as non-western cultures (Family Health International, 2003; Greil, 2007; Whiteford & Gonzalez, 2005). The notion of childbearing being a hallmark of womanhood, the high premium placed on children by extended families as well as difficulties in the procedure for legal or permanent adoption make stigmatizing attitudes experienced by infertile women particularly severe in non-western cultures.

Furthermore, aside from the stereotype that infertility is solely considered 'a woman's problem,' they also experience physical and psychological abuse. Earlier reports have documented psychosocial morbidity (marital instability, social ostracism, and economic deprivation) associated with female infertility (Ukpong & Orji, 2006; Orji, Kuti & Fasuba, 2002; Matsubayashi, Takashi, Schumichiro, Takahiro & Tsunelisa, 2001; Aghanwa, Dare & Ogunniyi, 2009). Infertility can be a stressful experience that affects several aspects of a woman's life; her religious faith, self-esteem, occupation, relationship with her partner, family and friends being notable examples. Common psychological symptoms reported among infertile women include depression, anxiety and suicidal ideation (Fido, 2004). These symptoms occur in a similar pattern and magnitude among patients with other medical disorders like cancer (Domar, Zuttermeister &

Friedman, 2003). Omoaregba, James, Lawani, Morakinyo and Olotu (2011) reported that women with infertility experience higher rates of psychological distress compared with their fertile counterparts. In developing countries, socio-cultural factors may aggravate this distress.

2. Statement of the Problem

It is observed that some married people in Obajana township do not have any children after a long period of their marriage despite that they did not use any contraceptive to prevent pregnancy. Infertility among married couple has led to broken homes, divorce, physical violence, stigmatization and discrimination especially to women, they are sometimes pushed out of their husband's house without granting them access to their husband's properties, most of women are sent back to their father's house where they are cajoled and mocked by their sister in laws and given them all sort of names just to destabilize them. Many of them have visited various health care centres to seek for medical intervention for their childlessness, some of the health centre visited include both orthodox and traditional home. Some of the modern health centres visited includes governmental and private hospitals. Some of them have spent huge amount of money during this process that made some of them to become retched.

Infertility has negative psychosocial consequences that do not limit or inhibit physical integrity but represent a crisis period for most couples. In many societies around the world, lack of pregnancy and the resulting childlessness are often highly stigmatizing, leading to profound social suffering for infertile couples. Infertility has been acknowledged as a serious public health problem globally and, especially in developing countries. In many societies around the globe, maternity provides a kind of social respectability for couples and lack of pregnancy is perceived as a humiliating condition. Infertility is considered a crisis with various biological, psychological, economic, ethical, and cultural consequences. As a result, infertility often leads to emotional stress, depression, anxiety, loss of self-esteem and security, increased sense of guilt and self-blame, and relationship problems with partner, family, and friends.

In African society, children are considered as assets and having many children is a symbol of high status. In the Nigerian context, giving birth is considered as a main purpose in life for couples. As children are

assumed to be God's blessings, life is meaningless for couples who fail to have children. Fertility has thus a great value in Nigerian context. Infertility as a social and personal problem is almost ignored. Despite the existence of a high fertility rate in the country, infertility as a social and personal problem has many dimensions. In view of this, the researcher carried out a study on the causes and implications of infertility on reproductive wellbeing of childbearing age women in Obajana, Kogi State.

3. Research Hypotheses

The following hypotheses were formulated to guide this study.

- (i) Physiological condition of reproductive organs will not significantly be the cause of infertility among child bearing age women in Obajana, Kogi State.
- (ii) Sexually Transmitted Infections (STIs) will not significantly be the cause of infertility among child bearing age women in Obajana, Kogi State.
- (iii) Infertility will not significantly have any implication of mental health status among child bearing age women in Obajana, Kogi State?
- (iv) Infertility will not significantly have any implication on economic status among child bearing women age in Obajana, Kogi State.

4. Methodology

The research design that was adopted for this study was a descriptive research of survey type. The use of this method was considered appropriate because of its suitability for the study of this nature. The population for this study comprised all women of childbearing age attending infertility clinics and hospitals at Obajana, Kogi State with an

approximately population of 400 patients. A multistage sampling technique was used to select 50% of women of childbearing age attending infertility clinics and hospitals, the study centers was stratified into four (4) areas that is, the existing four major health centers in the study area. Two hundred respondents were sampled for the study using simple random sampling technique of lucky dip (fish bowl).

The instrument used for this study was a structured questionnaire designed by the researcher. The instrument was validated by expert in the related field of study which include the supervisor and three other lecturers in the department of health promotion and environmental health Education University of Ilorin, Kwara State.

The reliability of the instrument was carried out at Federal Medical Centre Lokoja, Kogi State, a similar geographical location with the place of research work, using split half method cronbach-alpha statistical tools was used to obtain reliability result. A reliability coefficient of 0.89r was obtained. This shows that the instrument was reliable for the study.

The researcher together with two trained research assistants administered the instruments to the respondents. Respondents consent was sought for, to participate in the study. The content of the questionnaire was explained in detail to the respondents so as to rule out ambiguity or lack of understanding of the questionnaire that was used for the study. The instrument was retrieved immediately from the respondents to avoid the loss of the instrument. The data collected from the respondents was sorted, coded and subjected to appropriate statistical analysis. Inferential statistics of Pearson 'r' was used to test the null hypotheses set for the study at 0.05 alpha level as a criterion for either to reject or retain the stated hypotheses used for the study.

5. Result

Hypothesis 1: Physiological condition of reproductive organs will not significantly be the cause of infertility of child bearing age women in Obajana, Kogi State.

Table 1: Pearson 'r' showing Relationship Between Physiological Condition of Reproductive Organs as Cause of Infertility of Child Bearing Age Women in Obajana, Kogi State

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-value	Decision
Infertility	200	13.7800	2.37	198	0.610*	0.116	Rejected
Physiological condition of reproductive organ	200	13.9350	1.84				

Table 1 show the Relationship between Physiological condition of reproductive organs and cause of infertility of child bearing age women in Obajana, Kogi State. Based on the analysis of the results, it indicated that the calculated r of 0.610 is greater than the critical r of 0.116 at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, Physiological condition of reproductive organs will significantly be the cause of infertility of child bearing age women in Obajana, Kogi State.

Hypothesis 2: Sexually Transmitted Infections (STIs) will not significantly be the cause of infertility of child bearing age women in Obajana, Kogi State.

Table 2: Pearson ‘ r ’ Showing Relationship between Sexually Transmitted Infections (STIs) and Cause of Infertility of Child Bearing Age Women in Obajana, Kogi State

Variable	N	Mean	SD	Df	Calc. value	r-	Critical vaue	r-	Decision
Infertility	200	13.7800	2.37	198	0.819*	0.116			Rejected
STIs	200	13.7850	2.01						

Table 2 shows the Relationship between Sexually Transmitted Infections (STIs) and cause of infertility of child bearing age women in Obajana, Kogi State. Based on the analysis of the results, it indicated that the calculated r of 0.819 is greater than the critical r of 0.116 at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, Sexually Transmitted Infections (STIs) will significantly be the cause of infertility of child bearing age women in Obajana, Kogi State.

Hypothesis 3: Infertility will not significantly have any implication on mental health status of child bearing age women in Obajana, Kogi State.

Table 3: Pearson ‘ r ’ showing Relationship between Infertility and its Implication on Mental Health Status of Child Bearing Age Women in Obajana, Kogi State

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-vau	Decision
Infertility	200	13.7800	2.37	198	0.235*	0.116	Rejected
Mental health status	200	13.7150	2.11				

Table 4 shows the Relationship between Infertility and it implication on mental health status of child bearing age women in Obajana, Kogi State. Based on the analysis of the results, it indicated that the calculated r of 0.235 is greater than the critical r of 0.116 at 0.05 level of significant. Thus the hypothesis is hereby rejected. Meaning that, infertility will significantly have any implication on mental health status of child bearing age women in Obajana, Kogi State.

Hypothesis 4: Infertility will not significantly have any implication on economic status of child bearing age women in Obajana, Kogi State.

Table 4: Pearson ‘ r ’ Showing Relationship between Infertility and its Implication on Economic Status of Child Bearing Age Women in Obajana, Kogi State

Variable	N	Mean	SD	Df	Calc. r-value	Critical r-vau	Decision
Infertility	200	13.7800	2.37	198	0.317*	0.116	Rejected
Economic status	200	13.7900	2.08				

Table 5 shows the relationship between Infertility and its implication on economic status of child bearing age women in Obajana, Kogi State. Based on the analysis of the results, it indicated that the calculated r of 0.317 is greater than the critical r of 0.116 at 0.05 level of significance. Thus the hypothesis is hereby rejected. Meaning that, infertility will significantly have implication on economic status of child bearing age women in Obajana, Kogi State.

6. Discussion of Findings

The hypothesis which stated that Physiological condition of reproductive organs will not significantly be the cause of infertility of child bearing age women in Obajana, Kogi State. The findings revealed that Physiological condition of reproductive organs will significantly be the cause of infertility of child bearing age women. This hypothesis was rejected and these findings support the view of Klock (2008) who affirmed that endometriosis is another important cause of infertility in women which affect the physiological nature of the women. This finding is also in line with Klock (2008) who observed that endometriosis is another important cause of infertility in women where endometrial lining is shifted into the area outside the uterus and expanding with each menstrual cycle. It can further block the fallopian tubes restricting the egg to move from the ovaries and obstructs the release of the egg. And this further supports the view that Sexually transmitted diseases like Chlamydia infection is a very common cause of tubal infertility. The main reason of female infertility also can be pelvic inflammatory disease (PID), an infection in the pelvic area, especially around or at the site of fallopian tube. Other causes include sexually transmitted infections, unsafe abortions, appendix rupture, and pelvic tuberculosis.

Hypothesis two which stated Sexually Transmitted Infections (STIs) will not significantly be the cause of infertility of child bearing age women in Obajana, Kogi State. This finding revealed that Sexually Transmitted Infections (STIs) will significantly be the cause of infertility of child bearing age women. This hypothesis was rejected and this supports the

view of Hillis and Wasserheit (2010) who observed that prevalent of STIs especially gonorrhea is one of the major causes of infertility of childbearing age women. Further observed that HIV infections are also increasing in the country, despite the active promotion of condom usage. Gonorrhea primarily affects the vagina, cervix, uterus, and fallopian tubes in women and the urethra, epididymis and testes in men. The main long-term effect of gonorrhea infection is the development of tubal damage (a cause of infertility) in women and, in men, can result in infection of the testes and surrounding tissues, a major infertility factor.

Hypothesis three which stated that Infertility will not significantly have any implication on mental health status of child bearing age women in Obajana, Kogi State. This finding revealed that Infertility will significantly have any implication on mental health status of child bearing age women. This hypothesis was rejected and these findings support the view of Greil (2010) who observed that greater amount of infertility has implication on the mental health status of the women on their mental status. This further supports the view of (Latifnejad, 2008) which stated that the dramatic advances in the assisted reproductive technology have acted as a double-edged sword, itself causing mental, social, moral, financial, and legal concerns.

Hypothesis four which stated Infertility will not significantly have any implication on economic status of child bearing age women in Obajana, Kogi State. The findings revealed that Infertility will significantly have any implication on economic status of child bearing age women. This hypothesis was rejected and these findings are in support of Russel (2006) who confirmed that economical nature of the women has significant implication on the health of the women especially the infertile women. This is in line with (Russel, 2006) that Health economists have previously emphasized that willingness to pay does not imply ability to pay. Indeed it is the very act of willingness to pay for treatment that is unaffordable, which puts households at risk of catastrophic or impoverishing health costs.

7. Conclusions

Based on the findings from the study, the following conclusions were drawn:

- (i) Physiological condition of reproductive organs will significantly be the cause of infertility of child bearing age women in Obajana, Kogi State.
- (ii) Sexually Transmitted Infections (STIs) will significantly be the cause of infertility of child bearing age women in Obajana, Kogi State.
- (iii) Infertility will significantly have implication on mental health status of child bearing age women in Obajana, Kogi State.
- (iv) Infertility will significantly have implication on economic status of child bearing age women in Obajana, Kogi State.

8. Recommendations

In order to ensure the reasons for Causes and implications of infertility on reproductive wellbeing of childbearing Age women in Kogi State, the following are recommended:

- Women should guide against anything that will affect their reproductive organs
- Women should guide themselves against the contact of sexual transmitted infection.
- Women with infertility should be protected from mental stress that may come from it.
- Women of childbearing age that are affected by infertility should desist from unnecessary spending from their search for children. They should be assisted by government and individual in the areas of fund when searching for children from different quarters.

References

Adetoro, O. O. & Ebomoyi, E. W. (2011). The Prevalence of Infertility in a Rural Nigerian Community. *African Journal of Medical Science*, 20:23-7.

- Adewunmi, A. A., Etti, A. E. Tayo, A. O., Rabi, K. A., Akindele, R. A., Ottun, T. A. & Akinlusi, F. M. (2012). Factors associated with acceptability of child adoption as a management option for infertility among women in a developing country. *International Journal of Womens Health*, (4): 365–372. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3422108>.
- Domar, A. D., Zuttermeister, P. C. & Friedman, R. (1993). The Psychological Impact of Infertility: A Comparison with patients with other medical conditions. *Journal of Psychosomatic Obstetrics and Gynecology*, 14:45-52.
- Family Health International, (2003). Defining infertility. *Family Health Network*; 23;2
- Fido, A. (2004). Emotional Distress in Infertile Women in Kuwait. *International Journal of Fertil Womens Med*, 49:24-8.
- Gerrits, T. (2007). Social and Cultural Aspects of Infertility in Mozambique: Patient Education and Counselling, 31, 39-48.
- Greil, A. L. (2007). Infertility and Psychological Distress: A Critical Review of the Literature. *Soc Sci Med*, 45:1679-704.
- Greil, A. L. (2010). Infertility and Psychological Distress: A Critical Review of the Literature. *Social Science and Medicine*. 45 (11):1679–704.
- Isiugo-Abanihe, U. C. (2004). The Socio-Cultural Context of High Fertility among Igbo Women. *International Sociology* 9(2):149-61.
- Kamel, R.M. (2010). Management of the Infertile Couple: An Evidence- Based Protocol. *Reproductive Biology and Endocrinology*, (8):21. doi:10.1186/1477-7827-8-21.
- Khan, K., Gupta, J. & Mires, G. (2005). Core Clinical Case in Obstetrics Gynaecology: A Problem Solving Approach (2nd ed.). United Kingdom. CSC Press.
- Klock, S. (2008) 'Psychological Issues Related to Infertility'.

http://www.glowm.com/?p=glowm.cml/section_view&articleid=412

- Latifnejad, R. (2008). How religious faiths and spiritual beliefs affect the experiences of infertile women seeking infertility treatments. Presented for the PhD. Guildford. University of Surrey.
- Megafu, U. (2008). Surgical Causes and Management of Infertility in Nigeria. *Internal Surgery*, 73:144-8.
- Nnabugwu, T. I. (2014). The Causes of Marital Breakdown in Nigeria. Downloaded
- Okonofua, F. E. (2003). Infertility in Sub-Saharan Africa. In: F. E. Okonofua & O. A. Odunsi (Eds). *Contemporary Obstetrics and Gynaecology for developing countries*. Benin City, Nigeria: Women's Health and Action Research Centre.
- Omideyi, A. K. (2007). Status, Cultural Beliefs and Fertility Behaviour among Yoruba Women in *the Proceedings of the Ife Conference on the Cultural Roots of African Fertility Regimes*. Ile-Ife, Nigerian and Philadelphia, USA. Department of Demography and Social Statistics, Obafemi Awolowo University and Population Studies Center, University of Pennsylvania. pp151-169.
- Orji, E.O., Kuti, O. & Fasubaa (2002). Impact of Infertility on Marital Life in Nigeria. *International Journal of Gynecology and Obstetrics* 79(1):61-2.
- Rep Health Outlook, (2002) Program for Appropriate Technology in Health (PATH) Infertility. Overview/lessons learned. Available from: <http://www.rho.org/html/infertility.htm>. (last accessed on 2016 Mar 24).
- Togunde, D. & Newman, S. (2005). Value of Children, Child Labor and Fertility Preferences in Urban Nigeria. *West Africa Review*, Issue 7, Africa Resource Center, Inc. 2006. ISSN:1525-4488.
- Ukpong, D. I. & Orji, E. O. (2006). Mental Health of Infertile women in Nigeria. *Turk Psikiyatri Derg*, 17:259 – 65.
- Whiteford, L. M. & Gonzalez, L. (2005). Stigma: The hidden burden of infertility. *Soc Sci Med*, 40:27-36.

World Health Organization (2013). Sexually transmitted and other reproductive tract infections. World Health Organization: Geneva. p. 182-184.

Antecedents of Social Order and Flexibility in Africa before Foreign Infiltrations

FUNMI MOWAIYE-FAGBEMI
University of Ilorin, Nigeria.

Abstract. The coming of European and the Arab people also brought European/Arabian cultural and social orientation, and the dislocation and disorientation of social and cultural order in Africa. Dynamic African womanhood become weakened and rendered ineffective and irrelevant because of European/Arabian orientations Women because weak vessels. As noted, with new orientations and the dislocation of the social cultural order in most African societies, came new orientations, the present paper explores the old order and the new dispensation.

1. Introduction

The earth started with creation and from this time, both genders have equal divine source of origin and distinctive roles to play in life according to most creation mythologies in Africa.

In the Yoruba mythology the first set of human being tried to come down from “ajule orun”. However, disaster struck when the men schemed the female member of the entourage aside. This was however rectified to restore order. Thus from the beginning, women had their place in the scheme and order of things that could not be easily replaced. This was different from the foreign order.

As succinctly put by Sofola (1991), the weakling of women lay deep in the psyche of men of the European culture (1991). Everything spoken by female lips was suspect. Women were identified with the lower, physical aspects of the human being, and men with higher, spiritual and

intellectual aspects. Women were therefore permanently relegated to a state of subordination and helplessness and dependence on men. She occupied the back seat of life and remained perpetually an appendage to the men (Sofola, 1991, p.7).

Sofola (1991) believed that the Arab culture was of greater devastation for the women than the European culture. As described by her, in Arab culture, she is neither to be seen nor heard. She appears to be an accident...(p.7).

Even in language, the deep seated psychological learnings manifest. For example, the English word woman has a male root “man” and the word female also follows the same line: “male” while human are used to refer to both genders. This is not usually the case in most African setting, for example, the Igbo language. The word for child Nwa is used as root word, for both male and female. That is, Nwa-Nyi for female.

In Yoruba language, male is called Okunrin, female is obirin and to refer to both genders in Yoruba, it is eniyan (human being). (Sofola 1991). In myths and proverbs, the same trend follows (Mowaiye Fagbemi, 2001).

All these are portrayals quite unlike what was operative from the western world where the crowning glory of a woman is the man and to be seen but not to be heard, and did not exert power to her cosmos.

Sofola (1991) went on to say that:

The new contemporary European system is completely and unhealthy male defined, male structured and executed. These foreign systems do not have any root for any other outside the egocentric self, while African traditional system in concept and actualization has room for many or more "The sky is always big enough for all birds to fly without colliding", a Yoruba proverb affirms.

Furthermore, in the new dispensation, there is only one channel of socio political power, and it is male from Arab/European cultures. In traditional Africa, there existed a dual-gender system in concept and actualization, from the smallest family unit to the Governing Council of the kingdoms. Consequently, both male and female citizens had equal channels for self-expression, self-realization, and relevance on all levels. It was not a battle where the women fights to clinch some of "men's power". This battle consequently has set in motion perpetual gender conflict that has now positioned the erstwhile healthy social order of traditional Africa against the Arab/European learning. Yet the battle seems hopeless because the male power control will not yield anything more than tokenism to the "intruding" aggressive female. And even at that, it would still be a male point of view and interpretation of life that will still prevail since the males predominate the relevant structure e.g, in the new order. The woman in a "male position" must display male psyche in perception and actualization. Even in official/professional garbs, it must be male. (Sofola, 1991, Mowaiye Fagbemi 2001).

2. Self-Image

The importance of self-image cannot but be emphasized. It produces self esteem and its by product. The social image of the female changed with the "new order" and in the new order", the bombardment of the "new image" begins at home and from the mass media, newspapers magazines, television, etc. and in the school from teachers, textbooks, etc. (Mowaiye Fagbemi, 2001).

From an early age, even before children are aware of distinct differences in the sexes,

assigned roles within the home and playthings given superimposes in the mind expectations from one's sex and how 'he is different from 'she' and vice-versa . While "he" can play with mechanical repairs, the opposite sex is discouraged from same. While the male is encouraged to explore the environment, to be adventurous, aggressive and inquisitive, if the female exhibits such behaviors, she is labeled tom-boy.

For fear of an unwanted label that may suggest that there is something wrong with her behavior, the female may relapse in her adventurous spirit. Further, the nurturing training given to female and encouraged in many ways, align with the sciences. For, there is nothing nurturing about science-only inquisitiveness and exploration. (Mowaiye Fagbemi 2001). In school, the stereotype in the home follows. Different factors within the school system combine to put off the female psychologically. Indoctrination takes its toll on the female psyche.

Graphic design of textbooks, pictorial materials, literacy style, topics and examples of scientist of note take the masculine form. Characters for modeling for the female in science are rare. Excelling in the sciences raises eyebrows. Taking to it is tending towards taking the extreme of what is not given. The young who has a flair for science looks around her and does not see a female science teacher. These coupled with overt comments of teachers and texts have a restrictive effect psychologically on the female. When experiences within the social milieu are imbibed, and the female makes her decision, the psychological reaction is not only that she moves far away from enrolment in the sciences, she encourages other sex mates to do the same (Mowaiye Fagbemi, 2001). This orientation leads to the disparity to be found in careers between males and females.

And on the level of self-image, it is what men have defined women to be that the women are taught in schools, in the media, and in the homes. And most devastating, is the image of a woman as helpless hanger-on to a man. She has no independent reality, not even as a daughter. She must always be behind the man, must be

seen but not heard, must be obediently submissive to her husband.

Understanding is crucial to the solution of any problem. To understand how the damage on the psyche of the African woman came about, the past must be explored, for a pathway to the future to be made.

Females need to internalize the awareness of how their situation came to be so in the present to be able to proffer solution to them. Differentials in education and science enrolment are not to much the effect of biological make-up. Courage and tenacity to uphold one's choice has to come in for female who wants to excel especially in an area like the sciences.

Parents should encourage female wards to follow their talents through, in the effort to bridge the differentials apparent in all fields. Teachers need to stop all forms of gender differentials in the curriculum and teaching that could endanger maximum female participation and enrolment in the sciences. Special training programs to facilitate maximum female participation and enrolment in education and the science should be adopted.

3. Conclusion

The dynamics of social constructs and gendered social constructions, perception and behaviors are as important as political, technological or economic constructs in any given society. For these constructs, behaviors and tendencies determine what operates in any given society and what operates determines the level of development. Therefore, the past must be understood within the framework of the present so that the present can not only be understood but also bring about that which can lead to a better future and a better society. Africa must have an enabling society for developmental purposes. This can be achieved speedily when female potentials are maximized and maximization can be hastened when African does not just copy orientations from the West or from the "East" without filtering such information and orientating. Going back to the

African root in gender orientation is most detestable.

References

- Mowaiye Fagbemi, O. (2002), Gender Flexibility: Psychologies and Behavioral Antecedents in Africa. Faculty Paper Presentation.
- Mowaiye Fagbemi, O. (1998): 19th Century African European Relations and Consequently on the Nigeria Psyche Cultural Expression Vol.3 No.1.
- Sofola, Z. (1991). Feminism and the Psyche of the African Womanhood Paper Presented at the first International Conference on Women of Diaspora Nsekki.
- Nigeria of the African Womanhood, Paper presented at the first Internal Conference on Women of Diaspora Nsekki, Nigeria.

Part Two

Counseling Psychology

Counselling Needs of Undergraduates at University of Ilorin, Ilorin, Nigeria

LATEEF OMOTOSHO ADEGBOYEGA
University of Ilorin, Nigeria

Abstract. Counselling needs of undergraduates has become a major concern among undergraduates at universities in Nigeria. The study examined the counselling needs of undergraduates at University of Ilorin. Descriptive survey designed was adopted. The population comprised all undergraduates at the University of Ilorin. The sample comprised two hundred undergraduates. Five research questions were formulated and four null hypotheses were generated to guide the study. The reliability of the instrument was established using test re-test method and a co-efficient of 0.67 was obtained. Data were collected using a questionnaire tagged 'Counselling Needs of Undergraduates' Questionnaire (CNUQ). Data analysis was done using t-test and Analysis of Variance (ANOVA). The result obtained revealed that coping with computer based test and examination is the most counselling needs of undergraduates at University of Ilorin. The findings of the study revealed that there were no significant differences in the perception of respondents on the counselling needs of undergraduates at University of Ilorin on the bases of age, gender, religious affiliation and faculty type. This signified that all hypotheses were not rejected. Based on the findings of this study it was recommended that federal government and ministry of education should make guidance and counselling course a prerequisite for all undergraduates in order to have knowledge of counseling. University administrators should organize an enlightenment programme for all undergraduates to cope with academic challenges. Religious leaders should also

encourage undergraduates on the needs for counselling on their academics and non-academic endeavour. Each faculty should have counsellor that will enable easy access for undergraduates.

Keywords: Counselling, Counselling Needs, Undergraduates, University of Ilorin.

1. Introduction

The purpose of any education system is not only to foster academic learning but also all round development of undergraduates. Besides cognitive development, schooling also involves appropriate socio-affective development (i.e., self-reliance, self-discipline, taking initiative, independence of thought, understanding relationships with people and environment, responsible action, etc.). Development of such personal-social qualities includes knowledge and understanding, abilities and skills in relation to oneself and others (National Policy on Education, 2004).

The school, besides the family, is a major influence in undergraduate's personal-social development. As undergraduates' progress through primary and secondary stages of schooling, they need an environment that is secure, warm, caring and nurturing. In order to foster personal-social competence and outstanding performance of undergraduates, school administrators need to ensure that all undergraduates are treated fairly, are valued, and are exposed to a wide range of personal and

social learning experiences. Education aims at promoting optimum development of undergraduates in all spheres of life, educational, vocational, personal social, moral, physical etc. so as to make them productive and useful citizens. Counselling in harmony with the goals of education, aims to facilitate maximum personal development of undergraduates in all spheres of life. In its attempt to meet the needs of all undergraduates; counselling makes education a meaningful and satisfying experience. Learning and understanding about self is as important as learning about various school courses. Every undergraduate has the potential to develop self-understanding which includes understanding of abilities, interests, behaviours, attitudes, values, conflicts, anxieties, likes, dislikes, impulses / emotions, goals, one's role in society etc.

The National Curriculum Framework (NCF, 2005) viewed counselling as part of curriculum. In this view, counselling functions can be carried out through the curriculum by integrating guidance philosophy and practices through curricular offerings thereby adopting a proactive and preventive approach. Educational, career and personal-social development of children can be promoted by creating stress-free environment for learning, encouraging undergraduates to understand themselves, relating subject matter to self and needs of undergraduates, helping undergraduates learn independently and cope with demands and challenges, facilitate development of healthy peer relationships through group activities and classroom climate (NCF, 2000).

The need for counselling for undergraduates emerges from the changes taking place in every sphere of life. Academic stress, poor academic performance, cut-throat competition, vast and varied educational and career opportunities and resulting confusion in making career choice, ever growing, changing and complex world of work, drop-out, suicide, anger, violence, drug abuse, child abuse, sex abuse, , crime, changes in lifestyle etc. are some of the concerns which require support of counselling services to school undergraduates (NCF, 2000).

To address the developmental needs and concerns of undergraduates at different stages of schooling, a professionally trained person, a counsellor or a teacher-counsellor is required to work within and with the system. The purpose of guidance and counselling services is to help each undergraduate develop as an individual in his/her own, make choices and set goals on the basis of his/her strengths. By attending to the special needs and requirements of undergraduates belonging to different social, economic and cultural backgrounds, counselling helps undergraduates engage in the educational process and, thereby, benefit from the curricular experiences. Counselling not only helps undergraduates to develop an understanding of one self and of others, it also supports undergraduates to deal with their personal-social, academic and career related concerns. It facilitates development of effective study habits, motivation, identifying learning or subject related problems, helping undergraduates to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career (NCF, 2000).

Education has always been considered as a powerful and efficient means of molding the citizens of a nation for the overall benefits of the nation. The needs and striving of a nation are embodied in the policy of education through which the nation aims to achieve its goals. Through education, a nation desire to conserve the best part of its part, consolidate the present and prepare for the future. This led to high demand of education by the citizens especially university education. And to acquire university education an individual has to meet up with certain qualities and requirements. Probably most if not all, schools have the major goal of fostering the overall development of a healthy personality in every child. This development of the "whole child" calls for consideration of a number of dynamic factors among which are intellectual, social, emotional, physical, vocational, moral and cultural adjustment of the undergraduates.

Psychologists such as Abraham Maslow, have for a long time agreed that undergraduates have

basic needs and concerns in several areas which have to be met for optimal personal growth and development. For instance, there are needs to be met in the physical, emotional and social areas; as there are also needs to be met in educational and vocational areas. All these need areas are as important as the intellectual needs area which the school has hitherto been given over undue emphasis. If therefore, the school is expected to facilitate the all round development of the undergraduates, then it means that the school would have to get away from the fad of it being a social vacuum. Apart from intellectual matter, the school would also have to be seen as a place where lifetime social attitudes and ways of behaving are learnt. This is why today schools are consistently being called upon to be more concerned with both the cognitive and affective development of the undergraduates.

As human interaction with physical, social, cultural and economic environment, they are faced with a variety of challenges. These challenges vary from one individual to the other as influenced by such factors as age, gender, interests, social economic status, culture and educational level (Aluede, Mc Eachern & Kenny, 2005). For instance, undergraduates joining universities as an undergraduate will experience adjustment difficulties, fears and anxieties, career and academic issues (Wangeri, Kimani & Mutweleli, 2012). The undergraduates will experience problems with deciding who they are, what they are all about, and where they are going in life as they confront many roles from vocational to romantic in trying to get their real selves (Santrock, 2005). Santrock (2005) added that the undergraduate will struggle with issues of intimacy and choosing life partners while those at middle life will have midlife crises. In order to help people meet their counselling needs at various stages of life, a continuous needs assessment is important so that counselling programmes that are congruent to their needs can be developed.

Education has brought about new needs such as career choices, transitions from one academic level to another, exam anxiety, difficulties in coping with lectures, reading difficulties, time management, economic hardships, technological

issues, mental health issues, social and personal developmental issues (Nayak, 2007). When undergraduates join universities as an undergraduate, they are exposed to challenges related to transition, orientation, career choice, adjustment and disciplinary restrictions (Muola & Migosi, 2012). Rapid change in work world and labour force, violence in the hostels, homes, and schools, teenage suicide, sexual experimentation are all challenges that have great negative effects on the personal, social, career and academic development of all undergraduates (Gysbers & Henderson, 2006). Idowu (1995) stated that higher education in Nigeria seems to pose serious challenges to undergraduates and these tends to affect the physical, social and psychological aspect of their lives. Idowu (1995) observed that during this period most undergraduates are attempting to live on their own away from their family member. They are required to choose appropriate courses, work hard in order to prepare for productive career, develop lasting friendship and relationship from roommates, course mate future partners and make adult decisions. Santrock (2007) noted that many factors have combined to make today's society complex thus causing many challenges with which youths most canted. These factors put some pressure on undergraduates in tertiary institution most of whom are youths and consequently becomes source of challenges to them.

Idowu (1995) noted that for counsellors to be sufficiently effective with undergraduates' population, they have to be well versed in undergraduates' area of challenges and must be able to relate. Idowu (1995) also noted that in counselling, important decisions about the nature of the services to be offered have to be made and the program planners would have to decide on the priorities concerning the target to select by the program interventions, the purpose of this interventions and the most effective and efficient methods of this intervention. In order to assist undergraduates in institution of higher learning to identify and prioritize the needs, this study therefore investigates counselling needs of undergraduates ta university of Ilorin. The challenges confronting this set of undergraduates

seems to include a lack of social support, inter personal and inter group conflict occasioned by unnecessary ethnic and reveries and general campus and unrest organizational responsibilities such as inadequate hostel accommodation, lecture rooms, poor teaching and learning, facilities, inadequate water and electricity supply, poor or autocratic leadership and general economic hardship with all its attendant problems, financial problems, inability to feed well, non-payment of fee and indebtedness fear of test and examination especially Computer Based Test (CBT) and Computer Based Examination (CBE) due to non-familiarity with computer system by the undergraduates.

2. Statement of Research Problem

Counselling needs become an important tool for all undergraduates at university. Undergraduates should be well oriented in order to be able to cope with school stress and challenges, like financial problem, lack of course combination, comfortable accommodation on and off campus, intra-campus transportation to meet up with lectures and poor health and medical services. All these challenges will definitely affect the academic performance and living standard of undergraduates if not solved. A number of researchers have conducted various researches related to counselling needs of undergraduates.

Adegboye (2001) examined counselling needs of primary school pupils. The findings revealed that the cause of the concern could be traced back to their home with their parents who do not take time to mould their children behaviour so as to conform to social norms and values as they, the parent, perceive it to be. Nayak (2004) worked on assessment of counselling need of secondary school students. Nayak concluded that counselling in school involves helping students individually to deal with the concern or challenges they are experiencing, such challenges includes anxiety, depressive disorder, personality disorder and academic problem.

Adebayo (2007) examined counselling needs of sandwich students. The findings showed that sandwich students concern includes overcoming

the stress involved in the sandwich programme, ability to combine their studies with household chores and caring for babies, overcoming anxieties on financial constraints.

However, to the best of the researcher's knowledge, none of the previous studies have worked on the counselling needs of undergraduates at University of Ilorin. So as to fill up the vacuum left by the past researchers; this study therefore investigates the counselling needs of undergraduates' at University of Ilorin, Ilorin, Nigeria.

3. Research Questions

The following research questions were raised based on the problem:

- (i) What are the counselling needs of undergraduates' at University of Ilorin?
- (ii) Is there any difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on age?
- (iii) Is there any difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on gender?
- (iv) Is there any difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on religious affiliation?
- (v) Is there any difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on faculty type?

4. Hypotheses

The following null hypotheses were generated to guide the conduct of this study:

- There is no significant difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on age.

- There is no significant difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on gender.
- There is no significant difference in the perception of respondents in the counselling needs of undergraduates' at University of Ilorin based on religious affiliation.
- There is no significant difference in the perception of respondents in the counselling needs of the undergraduates' at University of Ilorin based on faculty type.

5. Methodology

Descriptive survey design was adopted for this study. Daramola (2012) viewed descriptive survey as a systematic attempt to describe the characteristics of a given population or areas of interest factually. This study, therefore, adopted descriptive survey research method as it employs the use of questionnaire forms in order to elicit information on counselling needs of undergraduates at University of Ilorin, Ilorin, Nigeria.

The population of the study comprised all undergraduates in University of Ilorin. Eight faculties were randomly selected as the target population for the study. Twenty five undergraduates were chosen from each of the selected faculty to make a total of two hundred respondents through the use of simple random sampling technique.

A structured questionnaire titled "Counselling Needs of Undergraduates Questionnaire" was used for data collection. Hornsby (2005) described instrument as an apparatus used in performing an action. The questionnaire is made up of two sections: section A and section B. Section A deals with the personal data of the

respondents which are age, religion, gender and faculty type. Section B contained 20 items on counselling needs of undergraduates. For each statement on the questionnaire, the respondents indicate their choice answer by ticking any of the options: Strongly Agree, Agree, Disagree and Strongly Disagree.

Validity of an instrument refers to degree or ability of an instrument to measure what it is designed or purported to measure. A measuring instrument is valid when it measures truly and accurately the quality or ability one wants it to measure (Awolola, 2001). To ascertain the validity of the instrument, copies of the questionnaire form were presented to five lecturers in the Department of Counsellor Education, University of Ilorin for correction. Sequel to their suggestions, necessary amendments were made and were adjudged valid.

Reliability: according to Abiri (2006), reliability means the extent to which the result obtained from the test can be relied upon as the true score. To ensure the reliability of this instrument, test re-test method was employed. Twenty copies of the questionnaire forms were administered on a group of undergraduates who were not part of the sample for the study twice at the interval of four weeks. The two scores obtained were analysed using Pearson Product Moment Correlation (PPMC) the co-efficient obtained was 0.67. This is considered reliable enough to gather information for this study.

The data collected for this study were analyzed by descriptive and inferential statistical measures. Percentages were used to answer the demographic data while mean and rank order were used to answer research question 1. ANOVA was used to test hypotheses 3 and 4 while t-test statistical tool was used to test hypotheses 1 and 2. All hypotheses were tested at 0.05 alpha level.

6. Results

Demographic Data

This section presents the results of data obtained on the respondents in percentages.

Table 1: Percentage Distribution of Respondents Based on Age

Age	Frequency	Percentage (%)
Below 20 years	86	43.0
21 years and above	114	57.0
Total	200	100.0

Table 1 shows the distribution of respondents by age. The table shows that 43.0% (86) of the respondents were below 20 years old while 57.0% (114) of the respondents 21 years and above. This indicates that students who are above 21 years old participated more than in this study.

the respondents were male while 54.0% (108) of the respondents were female. This indicates that female respondents participated more than male respondents.

Table 2: Percentage Distribution of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Male	92	46.0
Female	108	54.0
Total	200	100.0

Table 2 shows the distribution of respondents' on gender. The table reveals that 46.0% (92) of

Table 3: Percentage Distribution of Respondents Based on Religion

Religion	Frequency	Percentage (%)
ATR	11	5.5
Christianity	97	48.5
Islam	92	46.0
Total	200	100.0

Table 3 shows the distribution of respondents by religion. The table shows that 5.5% (11) of the respondents were practicing African Traditional Religion, 48.5% (97) of the respondents practicing Christianity while 46.0% (92) of the respondents were practicing Islam. This indicates that students practicing Christianity participated more than other religion group.

Table 4: Percentage Distribution of Respondents based on Faculty

Faculty	Frequency	Percentage
Arts	25	12.5
Social Science	24	12.0
Science	24	12.0
Agric	18	9.0
Engineering	32	16.0
Health Science	29	14.5
Law	18	9.0
Education	30	15.0
Total	200	100.0

Table 4 shows that 12.5% (25) of the respondents were from Faculty of Arts, 12.0% (24) of the respondents were from Social Science and same from Science, 9.0% (18) of the respondents were from Agric and 16.0% (32) of the respondents were from Engineering. Also 14.5% (29) of the respondents were from Health Sciences, 9.0% (18) of the respondents were from Law while 15.0% (30) of the

respondents were from Education. This indicates that majority of the respondents were from the Faculty of Engineering.

Research Question 1: What are the counselling needs of undergraduates at University of Ilorin?

Table 5: Mean and Rank Order of Respondents' view on the Counselling Needs

Item No.	In my view, undergraduates at the University needs counselling in:	Mean	Rank
5	coping with computer-based test and examination	3.48	1 st
3	coping with accommodation stress	3.44	2 nd
15	develop better study skills	3.41	3 rd
20	coping with transportation stress	3.40	4 th
1	understanding registration procedures	3.39	5 th
19	developing sound character	3.34	6 th
18	develop high healthy self esteem	3.32	7 th
17	overcoming emotional break down	3.32	7 th
13	overcoming social phobia	3.30	9 th
4	adjusting to new course requirements	3.27	10 th
6	adjusting to school rules and regulations	3.24	11 th
14	coping with examination problems	3.24	11 th
11	avoiding lateness to lectures	3.22	13 th
16	abstaining from joining bad gangs	3.22	13 th
9	coping with lecture times	3.18	15 th
2	adjusting to registration stress	3.17	16 th
10	abstaining from drugs	3.15	17 th
8	coping with shyness and feeling of inferiority	3.13	18 th
12	making rational decisions	3.09	19 th
7	abstaining from risking behaviours such as smoking	3.03	20 th

Table 5 indicates the mean and rank order of the respondents' view on the counselling needs of undergraduates at University of Ilorin. Item 5 which stated "coping with computer-based test and examination" ranked 1st with the mean score of 3.48. Item 3 which stated that "coping with accommodation stress" ranked 2nd with a mean score 3.44. Ranked 3rd is item 15 which stated "develop better study skills" with 3.41 mean score. Ranked least are item 8 "coping with shyness and feeling of inferiority" ranked 18th with a mean score of 3.13, Item 12 which stated "making rational decisions" ranked 19th with a mean score of 3.09, and item 7 which stated "abstaining from risking behaviours such as smoking" was ranked 20th with a mean score of 3.03. All of the items ranked above the mid-mean score of 2.50, then it can be said that undergraduates at the University of Ilorin are in need of counselling services.

Hypotheses Testing

Four null hypotheses were postulated in the course of this study, and were tested by t-test and ANOVA at 0.05 alpha level.

Hypothesis One: There is no significant difference in the perception of respondents in the counselling needs of undergraduate of University of Ilorin based on age.

Table 6: Mean, Standard Deviation and t-test of the Respondents' Perception on Counselling Needs of Undergraduate of University of Ilorin Based on Age

Gender	N	Mean	S.D.	df	Cal. t-value	Crit. t-value	p-value
Male	92	64.40	7.257	198	1.44	1.96	.108
Female	108	66.03	8.431				
Age	N	Mean	S.D.	df	Cal. t-value	Crit. t-value	p-value
Below 20 years	86	65.49	7.480	198	0.32	1.96	.342
21 years and above	114	65.12	8.290				

Table 6 shows a calculated t- value of .32 and a critical t-value of 1.96. Since the critical t-value is greater than the calculated t-value, the null hypothesis which stated that there is no significant difference in the perception of respondents in the counselling needs of undergraduate of University of Ilorin based on age is not rejected.

Hypothesis Two: There is no significant difference in the perception of respondents in the counselling needs of undergraduate of University of Ilorin based on gender.

Table 7: Mean, Standard Deviation and t-test of the Respondents' Perception on Counselling Needs of Undergraduates at University of Ilorin Based on Gender

Table 7 shows a calculated t- value of 1.448 and a critical t-value of 1.96. Since the critical t-value is greater than the calculated t-value, the null hypothesis is not rejected. This indicates that there is no significant difference in the perception of respondents in the counselling needs of undergraduate of University of Ilorin based on gender.

Hypothesis Three: There is no significant difference in the perception of respondents in the counselling needs of undergraduate of University of Ilorin based on religious Affiliation.

Table 8: Analysis of Variance (ANOVA) of the Respondents' Perception on Counselling Needs of Undergraduate of University of Ilorin Based on Religious affiliation

Source	Sum of Squares	df	Mean Squares	Cal. F-ratio	F- ratio	Crit. F-ratio	p-value
Between Group	119.451	2	59.726	.948	3.00	.389	
Within Group	12408.869	197	62.989				
Total	12528.320	199					

Table 8 shows the calculated F- ratio of .94 and the critical F- ratio of 3.00 at 0.05 alpha level. Since the critical F-ratio is greater than the calculated F-ratio, the null hypothesis which stated that that there is significant difference in the perception of respondents in the counselling needs of undergraduate at University of Ilorin based on religious affiliation is therefore not rejected.

Hypothesis Four: There is no significant difference in the perception of respondents in the counselling needs of undergraduate of University of Ilorin based on faculty type.

Table 9: Analysis of Variance (ANOVA) of the Respondents' Perception on Counselling Needs of Undergraduate at University of Ilorin Based on Faculty Type

Source	Sum of Squares	df	Mean Squares	Cal. F-ratio	Crit. F-ratio	p-value
Between group	1931.937	7	275.991	2.00	2.01	.059
Within group	10596.383	192	55.189			
Total	12528.320	199				

Table 9 shows the calculated F- ratio of 2.00 and the critical F- ratio of 2.01 at 0.05 alpha level. Since the critical F-ratio is greater than the calculated F-ratio, the null hypothesis is not rejected. This indicates that

there is no significant difference in the perception of respondents in the counselling needs of undergraduates at University of Ilorin based on faculty type.

7. Discussion

The study revealed that undergraduates at University of Ilorin need counselling to cope with computer based-test and examination, cope with accommodation stress and develop better study skills for their academic survival. This is in line with the findings of Gbayisemore (1996) who stated that welfare facility should be regarded as an approximation of what every University should provide to ensure that student welfare is catered for. Also, in a study by Oniye and Alawaye (2008) who stated that development of effective study habits in relation to how one can utilize his or her asset and manage his or her abilities for optimal development is an essential area of counselling needs of undergraduates at the University of Ilorin.

Hypothesis one revealed that there is no significant difference in the counselling needs of undergraduates at University of Ilorin on the basis of age. This means that age group did not affect the expression of respondents. This finding is in line with the findings of Idowu (2004) who stated that organization of seminars, and workshops and symposia for youths, parents and educational policy makers by counsellor will ensure that every school child is assisted to develop his or her maximum possible potential.

Hypothesis two revealed that there is no significant difference in the perception of respondents on the counselling needs of undergraduates at the University of Ilorin on the basis of gender. This means that gender did not play a role or affect the expression of respondents. The finding is in line with that of Denga (2003) who stated that counselling needs is meant for all undergraduates either male or female, this is because all undergraduates face challenges which identified as academic, vocational, personal-social and psychological. This implies that undergraduates whether male or female did not express their opinions differently.

Another finding revealed that there is no significant difference in the perception of respondents in the counselling needs of undergraduates at the University of Ilorin on the basis of religious affiliation. This implies that religious beliefs do not affect the expression of undergraduates. The findings revealed that the hypothesis was not rejected because Islam, Christianity and Traditional religion worshippers supported that undergraduates have concerns though, the way they perceive these concerns differ but they all agreed that concern do exist. The finding is in line with the finding of Adamu (2000) who stated that counselling needs will help undergraduates to develop effective study habits in relation to how one can utilise his/her assets and manage his or her abilities for optimal development no matter his or her religious affiliation.

Hypothesis four revealed that there is no significant difference in the perception of respondents in the counselling needs of undergraduates at the University of Ilorin on the basis of faculty. This means that faculty type did not affect the expression of respondents. This finding is in line with the finding of Aluede (2001) who stated that all undergraduates needs counselling to strive to achieve their goals, which varies from fear of failing examinations, which lead to worries of poor study habits, skills, financing ones education and others no matter of their faculty type.

8. Conclusion

Based on the data analysed, the following conclusions were drawn from the study:

Undergraduates at University of Ilorin need counselling to cope with computer based-test and examination, cope with accommodation stress and develop better study skills for their academic survival. There were no significant differences in the counseling needs of undergraduates at University of Ilorin based on age, gender, religious affiliation and faculty type.

Recommendations

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

Federal government and ministry of education should make guidance and counseling course as a prerequisite for all undergraduates in order to have knowledge of counselling.

University administrators should organise an enlightenment programme for all undergraduates to cope with academic challenges.

Religious leader should encourage undergraduates on the needs for counseling on their academic and non-academic endeavour.

Each faculty should have counsellor that will enable easy access for undergraduates.

Professional counsellors should ensure that, they are well acquainted with counselling techniques that can facilitate academic development of undergraduates.

References

- Adebayo, O. O. (2007). Problems and Counselling Needs of Sandwich Students of University of Ilorin, Nigeria. Unpublished M.Ed. project, Department of Counsellor Education, University of Ilorin, Nigeria.
- Abiri, J. O. O. (2006). Element of Evaluation Measurement and Statistical Techniques in Education. Ilorin: Unilorin press.
- Adamu, B. (2000). Guidance and Counselling Activities and Resources in Nigeria Secondary schools. *Journal of Counselling and Human Development*, 16 (2), 26-33.
- Adegboye, A. O. (2001). Research Project: A Practical Guide. Ilorin: Kola Success Printers.
- Aluede, O. O. (2001). Factors Influencing Students' Unrest in Tertiary Institutions in Edo State, Nigeria. *Education Research Quarterly*, 24(3), 10-27.
- Aluede, O., McEachern, A. & Kenny, M. (2005). Counselling Needs and the United States of America: Contrasts and similarities. *International Journal for Advancement of Counseling*, 2(3), 10.
- Daramola, S. O. (2006). Research and Statistical Methods in Education for Students and Researchers in Tertiary Institutions. Ilorin: Bamitex Printing and Publishing.
- Gbayisomore, T. (1996). School Indiscipline and Remedies. Lagos: Premiers Press.
- Gysbers, N. C., & Henderson, P. (2006). Developing and Managing Your School Guidance and Counseling Program (4thed.). Alexandria, VA: American Counselling Association.
- Idowu, A. I. (2004). Guidance and Counselling: An overview. In A. I. Idowu (Ed). *Guidance and Counselling in Education*. Ilorin: Indemac.
- Muola, J. M. & Migosi, J.A. (2012). Academic Advising Needs among University Students in Kenya. *International Journal of Asian Social Sciences*, 2(7), 972-983.
- Nayak, A. K. (2004). Guidance Service in School. New Delhi: Dominant publishers.
- Nayak, A. K. (2007). Guidance and Counselling. APH Publishing Corporate Delhi.
- Oniye, A. O. & Alawaye, A. S. (2008). Female Students' Perceived Causes and Solutions to Examination malpractice in Asa Local Government: Implication for Counselling. *Sokoto Educational Review*, 10 (2), 1-16.
- Santrock, J. W. (2005). A Tropical Approach to Lifespan Development (2nd ed). New York: McGraw Hill.
- Wangeri, T., Kimani, E. & Mutweleli, S. M. (2012). Transitional Challenges facing first year University students in Kenyan Public Universities: A case of Kenyatta University. *Interdisciplinary Review of Economics and Management*, 2, 1. 7.

The Role of Guidance and Counseling Service on Academic Performance among Students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria

AMADU MUKTAR ADAMU KYAUTA
Kampala International University

YUSUF ABDULLAHI SHARIFF, HAFSAT SULEIMAN GARBA
Umar Suleiman College of Education, Gashua, Yobe State, Nigeria

Abstract. This study was conducted in the month of March to August 2017 to examine the Role of Guidance and Counseling services on academic performance among students of Umar Suleiman College of Education, Gashua, Yobe State, Nigeria. The study used descriptive survey study designs with both qualitative and quantitative approaches. Purposive and simple random sampling techniques were employed. Data was collected using self-administered questionnaire from 100 students across NCE 1, NCE 2 and NCE 3 ; and interview guide to 5 teachers/counselors who are directly involved in Guidance and Counseling services. The data was analyzed in SPSS Version 6 using the frequency percentage, Mean and Standard Deviation distribution tables. The findings revealed that the Guidance and Counseling services offered in the College included: academic, health, moral, and spiritual matters, the services offered proved to be moderately effective in influencing students' study habits and much improvement in academic performance. It was concluded that accessing Guidance and Counseling services has an effect in shaping students' attitude towards studies and career choice as well as improvement in general academic performance. Based on this findings, the following recommendation were made Guidance and Counseling services should be

intensified in schools by appointing full time Counselors in each schools.

Teachers and school Guidance Counselors should also collaboratively guide students on how to develop good study habits, thereby enhancing their academic performance and success. Student should be encouraged to seek for guidance and counseling in their future career.

Keywords: guidance and counseling services, academic, performance students.

1. Introduction

Guidance and Counseling program was established to help students adjust in their socio personal vocational and educational activities in schools (NPE 2004). School is one of the complex social institution where by students will learn certain habits as a result of interaction with different things and different people from different socio cultural background Ahmad (2015).

Guidance and Counseling services is a set of task and activities designed to assist students to cope with some problems and challenges as well as to adjust and improve their academic activities in schools. Ahmad (2015) stated that

Guidance and Counseling services create options for students to develop fully and emphasizes strategies which enhance their potentials. According to Achebe The research conducted by the Georgian department of education (2007) clearly stated that school Guidance and Counseling program encourages equity and accountability through social development decision making skills, academic achievement and school success for students, collaboration with parents and the community provide students with career and educational opportunities to ensure success in diverse and technological society cited in Shelu (2010).

Consequently, Malumfashi (2004) maintained that Guidance and Counseling program is significant and indispensable in our education system, because with its new faced, revolutionized from the traditional curative, reaching out techniques, operational, presently, it offers, especially to students in different school level to an enormous opportunity to develop, realize their strength and weakness, as well as make personality adjustment wisely thereby leading to wise choices and productive decision. Similarly Malumfashi (2004) expresses that; guidance and counseling services should not be only for students that are unhappy about their school life but it is for everybody, troubled and none troubled”

In the study conducted on “the impact of Guidance and Counseling in school system, Guidance services is purposeful and result oriented and since individual are self moving and striving to actualize, therefore education is the most effective instrument for such results orientation and mobility to actualize and in turn guidance and counseling services are fundamental, Newsome et al (1975) cited in sheshu (2010). The findings shows that Guidance and Counseling services to be mandatory in order to overcome these problems outlined by Olayinka (1978) and Uba (1983) in Okon (1984) also in shehu (2010) as educational problem. This is a situation where students are unable to cope with school academic activities and other school related problems. Vocational problem this is a condition where student experience difficulties or conflict in choosing a

career as a result of their potentials, parent ego, economic constraints or religious perception Anwana(1986). Social/ interpersonal problem also this is a situation where by a student fail to maintain social or interpersonal relationship with peers, friends or classmate and teachers as well.

According to Gururani,G.D. (2006,p-1) Guidance is commonly understood as leadership, instruction or direction. Counseling may also be taken as a psychological process of helping an individual to achieve his self-direction, self-understanding and mental balance necessary to make the maximum adjustment to the school, home and society. Bhatnagar & Gupta (1999) view guidance as a process of helping individuals to find solutions of their problems. They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the “whole” child and is not confined only to some specific aspects of his personality. Guidance and Counseling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu 2004).

The study of human habits and attitudes is relevant and essential to counseling, as it can help in the understanding of the rationale for their behaviour and provides basis for prediction and assistance. Abiri (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities. Guidance services are presented as information services, placement services, appraisal services, vocational guidance services, counseling services, referral services, evaluation, follow-up, consultancy and research services. As a vital component of any type and any level of education, the absence of non utilization of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice, and wrong subject combination

among other issues. Attitudes are predispositions which have developed through long and complex process. According to Braddock (2001) the purpose of guidance and counseling services for school children are to:

- Improve academic achievement
- Foster positive attitudes toward school learning, and work
- Increase acquisitions and application of conflict resolution skills.
- Decrease dropouts

Ahmad (2015) added that the purpose of guidance and counseling in school setting is to:

- Help students realize their area of strength and weaknesses
- Help students to become self directed and reliance
- Assist students to achieve to the best possible extent
- Encourage students motivation and resilience to daily life challenges
- Assist students in wise career or vocational choice

Various studies indicated that guidance and counseling services has significance relationship with study habits resulted into excellent academic performance. Example basher et al (2012) cited in (Ahmad 2010) “globally researches revealed that study habit affect academic performance. Guidance and counseling service is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the social and moral values of students. It is intended to suppress, control and redirect behavior. In a school system all students must be aware of the rules laid down through thorough guidance before disciplinary action can be administered, in which this has been a key factor to better good habits and academic performance in students. (Franken, 1998). The idea of relating discipline and guidance helps to determine the value of Guidance and Counseling to students in schools with respect to their academic performance.

According to Gysbers and Henderson (2001), Guidance and Counseling evolved from a position, to a service, and finally to a program expectations of the majority of the students were being met by the Guidance and Counseling

services. Gururani, G.D. (2006,p-195) adds that broadly speaking, „Counseling“ includes all of those personal contacts with students by individuals who are consciously attempting to understand and assist them by the specific procedures utilized in personal interviewing. Leib and Snyder (1976) Lent and Russel (1978) cited in Kagu and Pindar (1999) also cited in Kagu (2004) have proven the efficacy of counseling in treating defective study habits in a research on the effectiveness of group counseling on reading and study habits of low achieving undergraduates, found that counseling services improve the students study habits and their academic performance.

The findings of Gadzella, Goldston, and Zimmerman (1977) cited in Kagu (1999) and (2004) found that counseling service significantly improves the study habits. Similarly the studies of fremonus and feindler in kagu (2004) showed A positive relationship between counseling service and study habits and academic performance.

Khadija (2014) in her studies “the relationship between counseling and academic performance” in her findings discover that counseling service is geared towards promoting values and standards which we believe will help younger people to establish not just sound academic performances but sound behavioral codes for their lives.

Mutie, and Ndambuki, (1999), “Guidance and counselling for schools and college” explain that Guidance and counseling service also helps to facilitate development of effective study habits, motivation, identifying learning or subject related problems, helping students to see the relevance of school years in life and for future, developing skills, right attitude and interests to help making a choice in career.

Guidance and Counseling, thus, promotes holistic development of every student. This shows the need for every teacher to become a ‘guidance minded’ teacher in the course of carrying out his/her duties with aim of making impacts in the students’ lives.

2. Statement of the Problem

In spite the effort of school administrators and other stake holders in providing all the necessary

required materials and teaching facilities towards ensuring effective and efficient learning among students of Umar Suleiman college of education Gashua. Huge number of students was observed and realized that their academic performance and achievement is below average, due to their study habit. Additionally, going by their Cumulative Grade Point Average (CGPA) as lamented by academic records, the students perform poorly (Academic Record 2015).

In line with the above, teachers improved on their work and dedication toward improving the students' performance, but not much improvement is realized. All these phenomena prompted the researcher curiosity to conduct a study in this location/area to evaluate the role Guidance and Counseling services could play towards improving good study habit and academic performance among student of Umar Suleiman College of Education Gashua Yobe state Nigeria.

3. Scope of the Study

This study was conducted in Umar Suleiman College of Education Gashua Yobe State Nigeria, it was covers all Nigeria certificate in Education (NCE) students in the College. The study will cover SIX (6) months' time period from March to August 2017. The period was considered enough to enable the researchers to acquire enough information about the study. In addition, this time frame is selected because the program is in its peak operation in delivering services to the students in the college.

4. Methodology

The study adopted Descriptive Survey study design. The study population comprised of five teachers/counselors, NCE One, Two and Three (3) students of Umar Suleiman College of education Gashua, Yobe State, Nigeria. This population was chosen because it met the unique characteristics of participants with knowledge

about Guidance and Counseling services offered in the college

The sample comprised of 100 students and five teachers/counselors. The total number of respondents was 105. The benchmark for inclusion of this sample was that, the Counselors are responsible for the students' needs by providing the Guidance and Counseling services to all students. The students had lived experiences of using the Guidance and Counseling services and would provide the required data.

Purposive and simple random sampling procedures were used to select the sample from both the students' and college counselors/teachers. Kombo and Tromp (2006) state that the power of purposive sampling procedure lies in selecting information with rich cases for in-depth analysis related to the central issue understudy. In view of this, purposive sampling was chosen for the study because the research required a sample that would provide rich information on the role of guidance and counseling services to shape student's academic performance and behaviors

The study used adapted self-administered questionnaire and modified with closed-ended items as a primary instrument for data collection from student respondents, while an Interview Guide was openly discussed with School counselors/teachers. At formal level, validity was established through checking the variable items for consistency, relevance, clarity and ambiguity of items in the instrument by two expert lecturers. Then, a pre-test was carried out to 20 Diploma students from Human Resource and Development Centre (HURDEC), a university of Maiduguri affiliated program with similar characteristics to the targeted students within the study area, so as to detect any challenge likely to arise from the research instrument before it was applied.

5. Data Analysis and Interpretation

In pursuance of the objectives of the present study, the analysis yielded some meaning full findings pertaining to the role of Guidance and Counseling on students academic performance. The study revealed the following facts:

The results in the Table above indicated that 60% of the student respondents had received study skills and they also study very hard through Guidance and Counseling Service, as (mean=3.200, Std.=.54828). Further these stated that the Guidance and Counseling Services enhanced their performance.

It was also clear that 59% of respondent agreed that Guidance and Counseling developed in them positive attitudes to learning, as (mean=2.970, Std.=.80973) Therefore this means that positive attitudes to learning improve students' performance.

From the above Table indicated that 33% of respondents agreed Guidance and Counseling encouraged the students to approach their exams without fear. While 28% of the respondents disagreed that guidance and counseling encouraged them to approach their exams without fear, as (mean=2.600, Std.=1.01504). the results implies that the services encouraged students to write their exams confidently.

The above Table clearly indicted that only 25% respondents agreed that Guidance and Counseling improved their class attendance while 38% of the respondents disagreed Guidance and Counseling improve their class attendance, as (mean=2.450, Std.=.99874). This shows that majority of students attends their classes not because of Guidance and Counseling services.

The above Table reveal that 29% of the respondents agreed that, Guidance and Counseling encouraged them to revise their lesson while 33% of the respondent disagreed as (mean=2.690, Std.=.99184). This result implies that Guidance and Counseling is encouraged minority of them to revise their lessons,

The results obtained in question 6 of the above table shows that 41% of the respondent agreed

that Guidance and Counseling increases their concentration in studies while 19% disagreed as (mean=2.850, Std.=.96792) clearly this results indicated that Guidance and Counseling Services increased the majority of students with concentration in their studies

Likewise, in item 7 of the above table indicated that 56% agreed Guidance and Counseling Service helped students/respondents in choosing their course combination, (mean= 3.280, Std.=.60436) this means that majority of respondents choose their course of study with the help of Guidance and Counseling Services.

The above Table also clearly shows that 62% of respondents agreed that while 10% disagreed as (mean=3.180, Std.=.59255) this indicated that guidance and counseling services helps students to participate in group discussions which in turn improves their academic performance.

The results finding in item 9 from the above table indicated that 59% of respondent agreed and 7% disagreed as (mean= 3.180, Std.=.68726) that Guidance and Counseling kept them in touch with friends and family where they learnt from each other which in turn improves their academic performance.

The above Table reveal that 55% confirmed that guidance and counseling services kept them connected with others to have received problem-solving skills while 23% stated that they had not as (mean=2.960, Std.=.77746). The above comparisons indicate that those accessed the services could be performing better in the listed skills. The researcher is thus of the view that Guidance and Counseling services have a critical role to play in assisting students to improve the personal, vocational and problem-solving skills as well as general academic performance.

6. Discussions of the findings

The discussion of the findings was done according to the objective of the study.

The objective of the study was to determine the role of Guidance Counseling services on students' academic performance among students of Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study found that Guidance and Counseling services encouraged

students to study very hard, developed students positive attitude toward learning, improve their class attendance and developed in them the ability to revised their lessons and also helped students to approach exams without fear . This implies that Guidance and Counseling services promote students study habits which improves their academic performance.

Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence study habits of students play important role in learning and fundamental to school success. Good study habit skills like note taking, having regular time to study, and organizing for a test, while removing the distraction that comes from television or phone call at home can lead to good academic performance (Tschumper, 2006). Effective study habits help students to achieve good results (Sadia, 2005). A proper study habit enables an individual to reap a good harvest in future. The study also agreed with findings of Ebele U. F. and Olofu P. A.(2017) The finding of the study revealed that there is significant relationship between study habits and students' academic performance. It was recommended that teachers and school guidance counselors should collaboratively guide students on how to develop good study habits; thereby enhancing their academic success.

This study agreed with Amir M. (2011) The country like Pakistan wherein the literacy level is already falling below the desired level as well as drop out ratio is alarming, an optimistic scenario could be arisen by applying guidance and counseling techniques to improve the academic performances of the students. Olayinka (1996) and Yahaya (2003) view that passing examination to secure certificates either for admission into higher institution or secure good jobs is the main goal of education to many people and not the acquisition of knowledge and skills through studying. Many students perform poorly because they lack the right attitude to study and do not have the right orientation from home and from the society (Obilade, 1987; Ladipo, 2000; Eweniyi, 2002). The attitudes of

human beings play significant role in their behaviours.

The study also found that Guidance and Counseling services helped the majority of students in choosing their course/subject combination, participation in group discussion and also kept students in touch with friends and family members and other that helped them improves their academic performance. This implies that Guidance and Counseling service helped students in career choice and development and also improves the majority of students with interpersonal skills.

This study also agrees with Mghweno at el (2013), the findings revealed that guidance and counseling services offered in the selected schools included: academic, health, moral, and spiritual matters. Although no trained counselor was found, the services offered proved to be moderately effective in influencing students' study life; and effective in shaping students' attitude towards studies and career choice.

Likewise, significant relationship was observed between students' attitude towards studies and career choice. It was concluded that accessing guidance and counseling services has an effect in shaping students' attitude towards studies and career choice.

The findings in this study also agree with the experiment by Abid (2006) who proved that Guidance services have significant positive effect on student's study attitudes and study habits; and that improvement in study attitudes and study habits resulted in improvement of student's academic achievement. Furthermore, Baker and Gerler (2001) report that students who participate in a school counseling program had less inappropriate behaviors and develop more positive attitude toward school than those who did not participate in the program.

7. Conclusion

The study discovered that Guidance and Counseling services encouraged students to study very hard, developed students positive attitude toward learning, improve their class attendance and developed in them the ability to

revised their lessons and also helped students to approach exams without fear. This implies that Guidance and Counseling services promote students study habits which improves their academic performance. The study further found that guidance and counseling services helped the majority of students in choosing their course/subject combination, participation in group discussion and also kept students in touch with friends and family members and other that helped them improves their academic performance. This implies that Guidance and Counseling service helped students in career choice and development and also improves the majority of students with interpersonal skills.

8. Recommendations

In line with the findings of the study, the following recommendations were made recommended:

Guidance and Counseling services should be intensified in schools by appointing full time Counselors in each school.

Teachers and school Guidance Counselors should collaboratively guide students on how to develop good study habits, thereby enhancing their academic sand success

Student should be encouraged to seek for guidance and counseling in their future career.

References

- Abid H (2006). Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Students. *Bulletin of Education and Research*, 28(1): pp. 35-45.
- Abigail and Daniel(2016) Effect of Guidance and Counseling Service on Students' Interpersonal, Study, Vocational and Problem-Solving Skills in Selected Public Universities in Zambia. *International. Journal of Humanities, Social Sciences and Education*. Vol 3,pp.14-20.
- Abiri, J. O. O. (1996). *The Educational Attitudes of Some Nigerian Adolescent Grammar School Pupils*. *West African Journal of Education* 10(3) 118 – 121
- Academic Record (2015) Vol.10 pg 26.New Edition, Umar Suleiman College of Education Gashua, Yobe State.
- Ahmad and Khadija (2010) *Study Habits and Examination Ethics* A Paper presented at a four day conference held at Atiku Abubakar College of Legal and Islamic Studies Nguru Yobe State Nigeria.
- Ahmad m. (2015) *Guidance and Counseling for Effective Teaching and Learning for N. C. E and Undergraduate students*, Boga Print Nigeria.
- Amir M. et al (2011) *Impact of Guidance and Counseling on Academic Performance*, *International Journal of Humanities and Social Sciences* Vol. 1 No 20.
- Baker SB, Gerler ER (2001). *Counseling in Schools*. In DC Locke, JE Myers, EL Herr (Eds), *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
- Bhatnagar A, Gupta N (Ed) (2000). *Guidance and Counseling: Theoretical Perspective*. New Delhi: Sri Aurobindo Marg.
- Braddock L (2001). *Guidance Program Pages*. Retrieved on 19th January 2009, from [http:// www.fcps.com](http://www.fcps.com).
- Federal Republic of Nigeria (2013). *National Policy Education*
- Federal republic of Nigeria, (2004), *National Policy on Education* (Rev.ed), N.E.R.D.C. Abuja Nigeria.
- Gururani, G. D. (2006). *Guidance and Counseling: Educational, Vocational and Career Planninig*, New Delhi: Akansha Publishing House.
- Kagu B. and Pindar (1999) *The effect of group-study-habits counseling on academic performance of diploma students in the university of Maiduguri*. Unpublish PhD Thesis. University of Maiduguri.
- Khadija A.A.(2014) ‘The relationship between study habits and academic performance’ unpublished journal USCOEGA.
- Kombo, K. D. and Tromp, L. A. (2006). *Proposal and Thesis Writing: An Introduction* Nairobi: Pauline Publications Africa.

- Malumfashi L.B. (2004) *Foundation of Guidance and Counseling*, Zaria Faith printers and publishers
- Mghweno et al (2013) "access to guidance and counseling services and its influence on student's school life and carrier choice, international-journal of educational research vol. 3(2) pp. 038-046.
- Mujittafa L. (2008) *Assessment of Programming Guidance and Counseling at Secondary School Level of Education in Kano*
- Mutie, E. K. and Ndambuki, P. (2009), *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford University press (E. Africa).
- Obilaode, S. O. (1987). Changing, Value - System as a factor in the Poor Performance of Students in Public Examination. In A. Dada (Ed), *Mass Failure in Public Examinations: Causes and Problems* (pp. 65 - 69).
- Okobiah, O. C. and Okorodudu, R. I. (2004). Concepts of Guidance and Counselling. In issues, concepts theories and Techniques of guidance and counselling. Benin City: Ethiope Publishing Corp.
- Olayinka, M. S. (1996). Guidance and Counselling Approaches to Examination malpractice. In. E. O. Obet (ed). *School Indiscipline and Remedies*. Lagos; premier Press Publishers.
- Ramamurti P. V., (1993). Developing Good Study Skills Keynote Address Delivered at DIET Psychology, Held at Karretnagar on 17th July, 1993.
- Sadia. B, (2005). A Study of the Factors Affecting the Performance of the Students in Government Secondary Schools for Girls in Rawalpindi city M. A. Edu. Thesis, Faculty of Education, International Islamic University, Islamabad.
- Shehu A. (2010) *Students Perception of Guidance and Counseling Services in Private and Public Senior Secondary School in Kaduna State Nigeria*.
- Tschumper, K. S. (2006). Study Skills Instruction in High School Where O" Where the High School Students Study Skills Gone? Published by the University of Wisconsin, La Crosse Onalaska Community, USA.
- Yahaya, L. A. (2003). Relationship between study habits and attitude of secondary school students toward examination malpractice in Kwara State. *Abuja Journal of Education*, 15 (1) 216 – 234

Counselling Needs of Out-Patients in University College Hospital Ibadan (UCH), Nigeria

AMINAT ADEOLA ODEBODE
University of Ilorin, Nigeria.

Abstract. The inability of health personnel to meet certain needs of patients usually leads to patients' dissatisfaction. This is actually and in no doubt, calls for proactive actions. This study therefore, investigated the counselling needs of out-patients in UCH Ibadan Nigeria. The study also examined the influence of level of education and religion on respondents' views. Descriptive survey research design was adopted for the study. A total of 900 out-patients in UCH, Ibadan were selected using a three-stage sampling procedure which comprised simple random sampling, purposive and systematic random sampling techniques. The instrument used for data collection was a questionnaire entitled "Counselling Needs of Patients Questionnaire (CNPQ)". The validity of the questionnaire was established by three experts in the Departments of Counsellor Education. The reliability of the questionnaire was determined using split-half method and a correlation coefficient of 0.86 was obtained. Analysis of Variance (ANOVA) and t-test statistical tools were used to analyze the formulated hypotheses at 0.05 alpha level. The findings showed that out-patients in UCH Ibadan needed counselling to handle negative thoughts relating to illness, cope with the state of being ill and disease management. The findings also revealed that there were significant differences in the counselling needs of out-patients in UCH Ibadan based on level of education and religion. The study concluded that health personnel generally should take courses in counselling to further enrich their knowledge and skills on meeting the counselling needs of patients.

Keywords: Counselling Needs, Out-patients, UCH Ibadan

1. Introduction

Patients have significant psychological problems following an illness especially a critical one. To date, very few healthcare care units have specialized psychological/counselling services to help with the aftermath of the experience (Jones & Griffiths, 2007). In view of the importance of human feelings and emotions involved in health service delivery, counselling provides opportunity for handling psychological needs of patients.

According to Whitlock, Orleans, Pender, and Allan (2002), health personnel must develop a solid repertoire of basic counselling skills such as active listening, unconditional positive regards, confrontation, summarizing, warmth and effective communications. Health care providers play unique and important roles in encouraging and helping patients to make healthy behavioural decisions and changes (McInnis, Franklin & Rippe, 2003). Health counsellors assist in improving behaviours and providing self-management tools that are required for treatment and they encourage patients to manage health challenges (American College of Preventive Medicine, 2009). Some key elements of health care systems-oriented model in medicine can be achieved through health counsellors.

Clinicians have opportunities to intervene on matters related to health behaviours. According to Greenstone (2003), the challenge is no longer proving that changing health behaviours is effective, but rather in enhancing clinicians' and the health care system's commitment to learning how to incorporate counselling interventions in their practices and to give specific and compelling messages and strategies to patients and meeting their needs. The risks of not changing must be clearly expressed and a specific plan outlined (Greenstone, 2003).

1.1 Concept of Counselling

Counselling refers to a relationship that is characterized by mutual respect, effective communication, genuine and complete acceptance of the client by the counsellors. Counselling is the process of assisting people to overcome obstacles to their personal and interpersonal resources and goals in life. In daily practice, physicians attend normally to both functional and dysfunctional people, and patients' illness and psychosocial problems affect other areas of the patient's life (Kumar, 2009). Counselling has been used to denote a wide range of procedures including advice giving, support in times of trouble or needs, encouragement, information giving and test interpretation. The ordinary meaning attached to counselling is that of consultation, discussion, deliberation, exchange of ideas or process of decision-making (Amao-Kehinde, 2009).

Counselling is therefore required in health centers as doctors are expected to provide comprehensive care to their patients (UNESCO, 2012). Medication alone might not provide comprehensive care to patients. Counselling is needed to handle emotional and psychological aspects of the patients' life. A large proportion of patients' complaints probably have psychological components but, some doctors shy away from counselling patients and their families because they are usually busy and unable to spend much time with patients and most of them do not have adequate training or knowledge regarding counselling (Whitlock, Orleans, Pender & Allan, 2002). A bio-

psychosocial understanding of health issues and health problems has stopped being just a physician's job. Therefore, the role of well-trained counsellors in health care is gradually becoming more important (Karademas, 2009). Counselling is aimed at assisting individuals to make appropriate and satisfying personal, vocational, educational, marital and health choices (Kumar, 2009).

Counselling is a long-term process. It does not translate into desired effect immediately, but frequent sessions help in changing the behavior and the attitudes towards the problem leading to desirable results. Counselling addresses issues such as healthcare, physical financial, psychosocial and nutritional need. The objective of counselling is to meet the needs, ensure the right of the patient and support the patient where possible to overcome barriers to successful treatment (Sigh & Devir, 2015).

1.2 Counselling and Healthcare

The primary care setting is the obvious place to provide behavioural counselling as most patients have needs for counselling (Terre, Hunter & Poston, 2007; McInnis, Franklin & Rippe, 2003). In medical practice, health counselling services are provided in order to address the feelings, needs and emotions of patients. Some health problems result from chronic conditions that are related to an individual's behaviour, these behaviours can be changed through preventive measures such as primary (preventing disease) secondary (early diagnosis), and tertiary (slowing or preventing deterioration). This requires active participation of patients and guidance by physicians, nurses and counsellors. Studies have shown that patients' behaviours can be changed through counselling (Terre, Hunter & Poston, 2007).

About 72% of practitioners considered counselling as a responsibility that should be executed by health officers (Kushner, 1995). Many are also interested and able to give tailored advice. As stated by Smith, Bauman, Bull, Booth and Harris (2000), counselling is a strong incentive for health-promoting action.

Advice from a physician has consistently been shown to lead to improved lifestyle behaviours (Fontaine, Haaz & Bartlett, 2007). However, clinicians and other health personnel do not have the required expertise in counselling, this could be also be very cumbersome to clinicians. There is therefore the need for counselling centers in hospitals.

Prevention-oriented interactions between clinicians and patients have a counselling dimension; they focus on patient behavioural change such as scheduling a mammogram or beginning a regular exercise regimen. According to the Center for the Advancement of Health (2001), there is evidence that the clinician-patient interaction can affect the likelihood of follow-up services. Unfortunately, physicians often underestimate the power of their role as health behavioural change counsellors (Rippe, McInnis, & Melanson, 2007). Patients who attended counselling usually provide feedback on the benefits of speaking to someone who is independent and not directly involved with them or their treatment as this has allowed them to explore their feelings and discuss the essence of their treatment (American College of Preventive Medicine, 2009).

1.3 Counselling Needs of Patients

Patients look up to their Primary Care Providers (PCP) for counselling and preventive health information (Whitlock, Orlean, Pender & Allan, 2002). Most (90%) of adult patients of Health Maintenance Organizations (HMO) indicated that they need advice and help in major key behaviours, such as diet, exercise, getting enough rest, and drug use (American College of Preventive Medicine, 2009). An effective counselling provides clarification on misconceptions about health behaviours. For instance, most patients usually desire information about their diet and wellbeing; it has therefore been documented that these are areas where counsellors can be of assistance (Katz, 2005). American College of Preventive Medicine (2009) indicated that counselling based on health promotion and disease

prevention strategy is very relevant to health care.

Patients have various counselling needs including increased managing risk of drug reactions, the presence of additional health conditions, increased financial burdens of care, and caregiver stress and strain. Patients need counselling on a variety of musculoskeletal, neuromuscular, and cardio-pulmonary issues to achieve the highest possible level of functional independence. They need an individualized treatment plan that will help restore and maintain movement needed for everyday life. Patients also need help to reduce pain, increase endurance, and enhance safety awareness. They need a therapist that would work closely together with them to ensure that their personal goals are part of the treatment plan. When counselling needs are met, it also increases patients' satisfaction in healthcare.

Patients need counselling service to relieve sufferings while receiving other necessary treatments. They need counselling to address physical symptoms such as ache, shortness of breath, and nausea, including non-physical causes of suffering, such as sadness and depression and anxiety regarding treatment choices and end-of-life decisions. Patients need professional counselling in order to provide comprehensive symptom management, psychosocial and spiritual support, and care that are sensitive to their specific needs. Unfortunately, appropriate counselling services are not usually provided in hospitals and the counselling needs of patients are usually not met (Karademas, 2009).

1.4 Moderating Variables

Researchers have observed and reported that several factors affect patients' needs. These factors include age, gender, religion and level of education. It has been reported that frequency of hospital visit increases with age; patients less than 15 years of age visit hospital less (average 2.4 visits per person annually), and those 15 years of age and older visit hospital more (average 1.6 to 6.3 visits per year). As age

increases, visits to hospitals increase which also increases the areas of patients' needs (U.S Bureau of the Census, 2002; American College of Preventive Medicine, 2009). Primary Care Providers (PCPs) manage many patients with chronic conditions; they attend to 75% of adults at least once a year; an average of 2-3 visits per year (Abraham, Stein, Schaufele, Frates & Rogern, 2000). Similarly, age of individuals could affect their needs. When providing needs of patients, provider must consider patients' age and developmental level (Nach, 2015). Some needs seem to vary in terms of importance as one ages (Molter, 2009).

Gender affects patients' expression of their needs. In a study conducted by Wieseman et al. (2004), women reported their needs differently from men. Also, in a study carried out by Al-Khashan, Almulla, Galil, Rabbulnabi and Mishriky (2012), men were found to express their need differently from women. Patient level of education depicts how well the patient could comprehend and express their needs (Borhani, 2001). Individuals and his or her characteristics, opinions and needs are situated within and affected by the family, community, level of exposure and educational status. Education is a key to filtering mechanism that place people within a particular ecology context. Education is linked to life experiences including health outcomes (Zimmerman, Wolf & Haley, 2015). With higher levels of education tend to have lower exposure to stress related and unhealthy behaviours (Pampel, Krueger & Denny, 2010).

Religion refers to one's faith and set of belief. Religion can protect and promote a healthy life style, social support (people can experience social contact with co-religionists and have a web of social relations that can help and protect whenever the case) (Rumun, 2014), physiological states (religious people can experience a better mental health, more positive physiological states, more optimism and faith, which in turn can lead to a better physical state due to less stress (Rumun, 2014). Beliefs of Christians are different from that of Muslims, Budhist, Judist and that of others (Miller & Therenson, 2003; Rumun, 2014). This informed

the researcher's choice of variables of level of education and religion.

2. Statement of the Problem

Lack of counselling services in hospitals might result in poor relationship between health personnel and patients, where patients would not be able to express their feelings and ailments appropriately. Whitlock, Orleans, Pender, and Allan (2002) noted that the most significant barriers to meeting patients' counselling needs at the system level are lack of time with patients, lack of training in counselling techniques and lack of reimbursement for these services. All these create dissatisfaction among patients; it could also have adverse effect on the recovery rate of patients invariably, proactive actions are necessary. In view of the need the relevance of counselling in addressing health challenges, this study investigated the counselling needs of out-patients in UCH Ibadan, Nigeria.

3. Research Questions

In line with the statement of the problem, the following research questions were raised:

- (i) What are the counselling needs of out-patients of teaching hospitals in Nigeria?
- (ii) Is there any difference in the counselling needs of out-patients of Teaching Hospitals in Nigeria based on level of education?
- (iii) Is there any difference in the counselling needs of out-patients of teaching hospitals in Nigeria based on religion?

4. Hypotheses

Based on the research questions, the following null hypotheses were formulated and tested at 0.05 alpha level:

- There is no significant difference in the counselling needs of out-patients of teaching hospitals in Nigeria based on level of education.

- There is no significant difference in the counselling needs of out-patients of teaching hospitals in Nigeria based on religion.

5. Methodology

Descriptive survey research procedure was adopted for this study. The population for this study comprised all patients of teaching hospitals in South West Nigeria, while the target population consisted of all out-patients in the 'General Out-Patient Departments (GOPD) of the selected University Teaching Hospital in Nigeria. In order to ensure representativeness, a Three-stage sampling procedure was employed to select the participants for the study. At stage 1, the Simple Random Sampling procedure was used to select one Teaching Hospital in South West geopolitical zone of Nigeria. At stage two, purposive sampling technique was used to select the General Outpatient Departments (GOPD) in the hospital. The clinic was selected because patients at the clinics might not be too sickly to be approached for the needed interactions and they were most likely going to be more heterogeneous in terms of their illnesses than the homogenous specialist clinics such as Cardiology, Nephrology, Dermatology clinics, among others. Similarly, the GOPD patients were more likely than other patients to see different medical personnel during consecutive visits and thus would be best to give their experience on attitude of health workers.

The instrument for the study was a self-developed questionnaire titled "Counselling Needs of Patients Questionnaire" (CNPQ). The questionnaire consists of two sections; viz A and B. Section A contained items on the personal data of respondent. Sections B contained 20 items seeking information on the health care expectations of patients. The validity of the questionnaire was established by three experts in the Departments of Counsellor Education University of Ilorin, Nigeria. The reliability of the questionnaire was determined using split-

half method and a correlation coefficient of 0.86 was obtained.

The questionnaire for the study was administered to the respondents by the researcher and six trained research assistants to ensure ease of administration and retrieval of the instrument. A total number of 900 copies of the questionnaire were administered to the respondents. Prior to the administration of the instruments, the researcher got approval from the Ethical Review Committee (ERC), University College Hospital, Ibadan. The Analysis of Variance (ANOVA) and t-test statistical tools were used to analyze the formulated hypotheses at 0.05 alpha level.

6. Results

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents by Level of Education and Religion

Variables	Variables	Frequency	Percentage (%)
Level of Education	Non-Literate	410	45.6
	Literate	490	54.4
	Total	900	100.0
Religion	African Traditional Religion	63	7.0
	Christianity	394	43.8
	Islam	443	49.2
	Total	900	100.0

Table 1 shows the distribution of out-patients. The table indicates that 50.9% (458) of the respondents were females while 49.1% (442) of the respondents were males. The table shows that 8.0% (72) of the respondents were between ages 18-27 years, 30.8% (277) of the respondents were between ages 28-37 years, 34.7% (313) of the respondents were between ages 38-47 years while, 26.5% (238) of the respondents were between ages 48 years and above. The table shows that 45.6% (410) of the respondents were not literate while 54.4% (490) of the respondents were literate. The table also showed that 7.0% (63) of the respondents were practicing African Traditional Religion, 43.8%

(394) of the respondents were Christians while, 49.2% (443) of the respondents were Muslims.

Research Question 1: What are the counselling needs of out-patients in UCH Ibadan?

Table 2: Mean and Rank Order on the Counselling Needs of Out-Patients in UCH Ibadan

Item No.	I need counselling in the following areas in order to handle health challenges:	Mean	Rank
1	disease management	3.73	1 st
3	seeking information about my ailment	3.71	2 nd
2	adherence to medication	3.70	3 rd
5	management of stress	3.66	4 th
17	reducing anxiety	3.66	4 th
6	coping with the state of being ill	3.66	4 th
4	acceptance of my condition	3.65	7 th
10	pain management	3.64	8 th
11	psychological support	3.64	8 th
19	adhering to healthy meals	3.64	8 th
7	exploring my feelings	3.63	11 th
12	social support	3.63	11 th
18	prompt referral	3.63	11 th
13	coping with unmet health care expectations	3.61	14 th
16	handling negative thoughts	3.61	14 th
20	engaging in regular exercise	3.61	14 th
9	getting through the shock of being sick	3.60	17 th
14	handling financial challenges	3.60	17 th
15	fear of death	3.56	19 th
8	spiritual support	3.52	20 th

Table 2 showed the mean and rank order of the counselling needs of out-patients in UCH Ibadan. Out-patients in UCH Ibadan, Nigeria need counselling on disease management (3.73), seeking information about my ailment (3.71), adherence to medication (3.70), management of stress (3.66) and reducing anxiety (3.66) among others.

Hypotheses Testing

Two null hypotheses were formulated for this study. The hypotheses were tested using t-test and ANOVA statistical tools at 0.05 alpha level.

Hypothesis One: *There is no significant difference in the counselling needs of out-patients in UCH Ibadan based on level of education.*

Table 3: Mean, Standard Deviation and t-value on the Counselling Needs of Out-patients in UCH Ibadan based on Level of education

Level of Education	N	Mean	SD	df	Cal. t-value	Crit. t-value
Non-Literate	410	56.14	8.23	898	11.11*	1.96
Literate	490	66.47	9.27			

*Significant, $p < 0.05$

Table 3 showed the mean, standard deviation and t-value on the counselling needs of out-patients in UCH Ibadan based on level of education. The analysis shows that the calculated t-value is 11.11 and the critical t-value is 1.96. The critical t-value is greater than the calculated t-value. Therefore, the null hypothesis which stated that there is no significant difference in the counselling needs of out-patients in UCH Ibadan based on level of education is rejected.

Hypothesis Two: *There is no significant difference in the counselling needs of out-patients in UCH based on religion*

Table 4: Analysis of Variance (ANOVA) Showing the Difference in the Counselling Needs of Out-patients in UCH Ibadan Nigeria based on Religion

Source	df	SS	Mean Squares	Cal. F-value	Crit. F-value
Between Group	2	624.412	312.206	4.43*	3.00
Within Group	897	63138.689	70.388		
Total	899	63763.101			

*Significant, $p < 0.05$

Table 4 shows the Analysis of Variance (ANOVA) showing the difference in the counselling needs of out-patients in UCH Ibadan based on religion. The analysis shows that the calculated F-ratio is 4.43 and the critical F-ratio is 3.00. The critical F-ratio is less than the calculated F-ratio. Therefore, the hypothesis which stated that there is no significant difference in the counselling needs of out-patients in UCH Ibadan based on religion is rejected.

To determine the mean value(s) that caused the significant difference observed in the ANOVA

results of Table 4, Duncan Multiple Range Test (DMRT) was used as a post-hoc test. The results of the DMRT procedure are displayed in Table 5.

Table 5: Duncan Multiple Range Test (DMRT) Showing the Difference in the Counselling Needs of Out-patients in UCH Ibadan based on Religion

Duncan Groupings	N	Mean	Group
A	63	71.18	1
B	394	73.00	2
B	443	73.25	3

Table 5 shows the Duncan Multiple Range Test indicating the significant difference noted in the ANOVA on Table 4. Group 3 with a mean score of 73.25 slightly differed from Group 2 with a mean score of 73.00, but significantly differed from Group 1 with a mean score of 71.18. All the groups differed from one another, but the significant difference noted was as a result of the mean of Group 1, hence the significant difference noted in the ANOVA on Table 4. The difference was brought about by out-patients who practice African Traditional Religion. Therefore, the hypothesis was rejected.

7. Discussion of Findings

The respondents indicated counselling needs in areas of disease management and coping with the negative impact of being ill. They expressed that they needed counselling to handle negative thoughts, cope with the state of being ill, social support and spiritual support getting through the shock of being sick, to cope with unmet health care expectations, and fear of death. This in line with the finding of Schnur and Montgomery (2012) that showed that counselling is needed by both health care providers and patients. The findings are also in support of the submission of Terre, Hunter, and Poston, (2007); and McInnis, Franklin and Rippe (2003) that the Primary Care Setting is the obvious place to provide behavioural treatment as most patients have needs for counselling. The reason for this finding could be that ill-health could be psychological and financially draining therefore,

respondents' expression of counselling needs is understandable.

Hypothesis one which stated that there is no significant difference in the counselling needs of out-patients in UCH Ibadan based on level of education is rejected. This means that level of education affects the expression of out-patients based on counselling needs. This finding is against the findings of Reeve (2004) who found that counselling plays a significant role in helping people who have one ailment, or the other, come to terms with their conditions irrespective level of education. The finding is also against the findings of Ntuli, Julieth and Sia (2011) who concluded that many patients are not satisfied with the consultation of health personnel; hence, they needed counselling. The result could be because of more exposure that the literate out-patients have, which could lead to higher better expression of their counselling needs. It is also possible that out-patients who are literate are better informed and it is possible they express their needs more.

Hypothesis two which stated that there is no significant difference in the counselling needs of out-patients in UCH Ibadan based on religion is rejected. The difference was brought about by out-patients who practice African Traditional Religion; therefore, the hypothesis is rejected. This implies that religion affects the expression of the counselling needs of out-patients of teaching hospitals in Nigeria. This finding is against of the findings of Karademas (2009) who stated that appropriate counselling services should be provided in hospitals to meet counselling needs of patients of all ages, religions, and races as patients. The finding is also against the findings of Aweto, Oligbo, Fapojuwo and Olawale (2013) who found out counselling should be integrated in medicine for the benefit of all patients. This could also be linked to different perception that could be attached with different exposure. The three religions are giving different exposure to those practicing them. Also, life experiences differ based on the religious beliefs and ideology; thus, expression of counselling needs may not be an exception.

8. Conclusion and Recommendations

It was concluded that out-patients in UCH Ibadan need counselling to handle negative thoughts, cope with the state of being ill, for disease management, getting through the shock of being sick, to cope with unmet health care expectations, and fear of death to mention a few. There were significant differences in the counselling needs of out-patients in UCH Ibadan on the bases of level of education and religion. Based on the findings of this study, the following recommendations are made:

Government should mandate the employment of counsellors in all health institutions. These counsellors should form part of the team that treat patients. This will enable the counselling needs of all patients to be met.

Health personnel generally should take courses in counselling to equip them with counselling skills to help handle patients' emotions.

Health institutions should create conducive environment to allow counsellors to function at their best in the hospital. Physicians and nurses should be informed that counsellors are professionals and should be given opportunity to perform their duties.

Counsellors should publicize their profession as many people are not aware of the divergent roles they play in the society. This can be done through radio and television programmes.

The Counselling Association of Nigeria (CASSON) should take actions to help counsellors improve on their skills to be ready at all times to meet the needs of patients in disease management, and provision of psychological and social supports in and out of the hospital.

References

Abraham, S., Stein, J., Schaufele, M. Frates, E. & Rogan, S. (2000). Personal exercise habits and counselling practices of primary care physicians: A national

survey. *Clinical Journal Sport Medicine*, 10, 40- 48.

American College of Preventive Medicine (2009). Coaching and counselling patients. Retrieved on 14 February, 2015 from <https://www.acpm.org/resource/resmgr/timetools-files/coachingclinicalreference.pdf>.

Amao-Kehinde, A. O. (2009). *Fundamentals of Guidance and Counselling*. Lagos: BASHYPRINTS Publishers.

Fontaine, K. R., Haaz, S., & Bartlett, S. J. (2007). Are overweight and obese adults with arthritis being advised to lose weight? *Journal of Clinical Rheumatol*, 13(1), 12-5.

Greenstone L. (2003). Rationale for intervention to reduce risk of coronary heart disease: A General Internist's Perspective. *American Journal of Lifestyle Medicine*, 1, 20-23.

Karademas, E.C. (2009). *Counselling Psychology in Medical Settings: The Promising Role of Counselling Health Psychology*. Retrieved 13th December, 2014 from www.ejcop.psychopen.eu/article/download

Katz, D.L. (2005). Competing dietary claims for weight loss: Finding the forest

Kushner, R. F. (1995). Barriers to providing nutritional counselling by physicians: A Survey of Primary Care Practitioners. *American Journal of Preventive Medicine*, 24, 546-550.

Rippe, J., McInnis, K., & Melanson, K. (2007). Physician involvement in the management of obesity as a primary medical condition. *Obesity Resources*, 9,302S-311S.

- Smith, B.J., Bauman, A.E., Bull, F.C., Booth, M.L., & Harris, M.F. (2000). Promoting Physical Activity in General Practice: A Controlled Trial of Written Advice and Information Materials. *Britain Journal of Sports Medicine*, 34, 262-267.
- Terre, L., Hunter C. & Poston, W. (2007). Treatment of Obesity in the Primary Care Setting: Are we there yet? *Eat Disorder*, 15, 135-143.
- U.S Beureau of the Census (2002). Statistical Abstract of United States: 2002. Retrieved 2nd October 2016 from <http://www.census.gov/library/publications/2002/compendia/statab/122ed.html>.
- Whitlock, E.P., Orleans, C.T., Pender, N.J., & Allan, J. (2002). Evaluating Primary Care Behavioural Counselling Interventions: An Evidence-Based Approach. *American Journal of Preventive Medicine*, 22(4), 267-284.

Part Three

Educational Psychology

Socio-Cultural Factors and Girl Education in Nupe Land, Nigeria: Challenges to Access and Completion Rate

IFEOMA P. OKAFOR, A.O. BALOGUN, ISIAKA ABDULAZIZ, R.K. ONIYE, O.A. IYEKOLO
University of Ilorin, Nigeria.

Abstract. The issues of equal opportunities for male and female children in education have taken front burner in global discussions among the key stakeholders. This has necessitated various measures such as Education-For-All (EFA). Despite the widely acknowledged fact, that education is a tool for eradicating all forms of social discrimination, deprivation, and as well as an instrument for attaining a united and peaceful society. The success of ensuring equal opportunities for both male and female alike in access and completion of education is still hampered by certain individuals' socio-cultural beliefs and practices in some culture in Nigeria. This study examined whether certain socio-cultural factors hinder access as well as completion of girls' education in Nupeland. It also investigated the influence of family type, family literacy status, and religion on the access and completion rate of girls' education. The sample size for this study comprised 772 female students selected across three states. A researcher-designed questionnaire was used in collecting the data. Results of the study revealed that societal negative attitude towards western education, and parents' beliefs that girls in non-educational fields excelled more than those in schools were major hindrances to girls' child access and completion of education in Nupeland. Also, while family type and religion have no significance influence on hindrances to girls' access to and completion rate of education, family literacy status exerts significant influence. The study concludes that hindrances to girls' access and completion of education in

Nupeland are more of cultural beliefs and practices than the type of family and religion.

Keywords: socio-cultural, factors, Girl Education, Nupe Land Challenges, Access, Completion.

1. Introduction

Education still remains a vibrant means through which a nation can experience all round development. The development in the areas of political, socio-economic, and technology is not negotiable for a nation to be self-reliance. In addition, self-reliance can be regarded as a necessary but not a sufficient condition for total development of any nation. Evidence has shown from the current political and economic scenario of a developing nation like Nigeria that for a nation to experience real development, modalities should be put in place for peaceful coexistence among the constituting tribes and ethnic diversities of the nation. It has also been acknowledged that education is still a tool for eradicating all forms of social discrimination, deprivation, and as well as an instrument for attaining a united and peaceful society. However, for education to achieve its purpose as agent of social change, economic transformation and political advancement, it must be gender sensitive. In other words, every individual child-both male and female, should have access to qualitative education.

The essence of establishment of schools in any society, according to Mahuta (2007), is to teach

social values to the younger generation irrespective of their gender. However, in many traditional African societies, Nigeria inclusive, the education of a girl-child in the past decades was always taken to be informal (Fafunwa, 2002). Studies have shown that education of female children was confined to their mothers, grandmothers, elder sisters or any other responsible female adults who could train the female children as housewives, mothers and equip them with all types of services related to home management (Tsoede, 1997, Oluwole, 2002). Evidence in the literature has suggested that that Africans were not in favour of western education for the girl-child and Nupe communities were not excluded.

The Nupe tribe falls mainly within the North Central Zone of Nigeria. They are found mostly in Kwara, Kogi and Niger states. 'Nupe' refers to a distinct group of people who are indigenes of Nupe-land in Nigeria. Their native language is called Nupe which many speak as first language with the land area that fall within the lower basin of the rivers Niger and Kaduna between 90-degree north and 60-degree south. This covers the land area of about eleven thousand and two hundred square kilometers (11,200 sq km). One outstanding feature is that the length is divided into two almost equal parts. Along the Niger, villages like Leaba and Yaukyadya with Borgawa (Borgu) in the South-West, Gidi and Eggan serves as the end point of Nupe territory, in the hinterland. Nupeland also shares common borders with the Yoruba sub-groups of Igbomina, Yagba, Owe and Oworo on the West Bank. In the nineteenth centuries, all the western neighbours of Nupeland fell under the political sphere of the influence of the Nupe and remained so until the advent of the British. Likewise, the Kamuku, the Gbagyi and the Kamberi shared the northern boarders with the Nupe.

Historical antecedents of Nupe communities indicated that the economic system of the Nupes is based on four different sectors of agriculture. These are farming, industry, commerce and transportation. The land inhabited by Nupe people is in higher quantity and this assisted their economic pursuits. In Nupe land, there are many rivers and streams which assisted them to

invest hugely in agriculture, transportation and fishing in which they succeeded. Nupe people are also known to be industrious in some vocations like cloth weaving, glass making, construction of canoes, leather works, brass and silver smithing which were some of the industries that have been in existence since early fifteenth century.

In Nupe community, women are grossly neglected in the affairs of the community (Oleribe, 2002a). They are left out in decision making. They are engaged in unpaid domestic works and some are kept as home keepers and never allowed to earn wages of their own. They marry men old enough to be their fathers, denied education in favour of their brothers, given out to foster parents, denied a chance to maximize their potentials and lately, made to enter into an unholy competition of child birth with their husbands' other wives (Erinosho, 1998; Oleribe, 2005).

Education of the Nupe girls in the past decade was mostly informal. Studies have linked preference for informal education for girl child in Nupe land to their future prospects of becoming good home managers (Tsoede, 1997, Shiru, 2000 and Ndayoko, 2005). This has been responsible for lower enrollment rate of girl-child in Nupe land while compare with the male counterparts. One of the major problems in world education sector and in Nigeria in particular is the persistent low enrolment of girl-child in basic education. Despite that the Nigerian constitution recognizes the equality of all citizens irrespective of sex, tribe, and status, education, most especially for girl child in some part of the country, are yet to feature as enshrined in the constitution. Girl-child education, according to Kanu (2000), is a demographic problem facing both developed and developing countries of the world. However, in spite of the declaration and efforts made at the global and national levels, achieving a remarkable girl-child education in Nigeria has not only become intractable but also elusive (Kanu, 2000).

The lack of interest in western education for girl-child among Nupes stemmed from certain socio-economic and cultural biases/barriers. One

of these biases with economic undertone is the belief of most parents that benefits of the education of a girl child will be enjoyed by their husbands alone, and in a situation where the resources are limited, considering the opportunity cost becomes inevitable. Some parents also believe that instead of wasting their hard-earned money training a girl-child in school, it is better she is sent to an urban centre to be employed as maid, thereby earning income for the family (Nzewunwa, 2003, Jekayinfa, 2007). Another reason for the objection to girl education most especially in the Nupe communities is their parents' beliefs that girls were expected to stay at home not only to assist their mothers in cooking and hawking, but also to help their fathers during the period of harvesting on the farm (Tsoede, 1997). Keeping girls at home as submitted by Shiru (2000) would prepare them for marriage and life of being productive and supportive housewives. Findings of researchers such as Akogun (2008) and Alao (2008) on enhancing girl-child education showed that parents expect more help from the boys than girls, and that a married girl is no longer a member of her father's own family but rather that of her husband while the few that are opportuned to go to school terminates their schooling at the end of their lower basic school. The empirical evidence as provided by Abani (2004) suggested almost total exclusion of females from upper and post basic education in Niger state as less than 0.6% of over 25,000 students in junior secondary schools in Niger state by 2004/ 2005 were girls.

Other socio-cultural factors such as family type, religion and parent's literacy level could hinder transition of girls' education from basic school to tertiary institutions. In a study conducted in Lagos on constraints on women labour force participation by Okeke, Nzewi and Njoku (2008), the result showed that both men and women indicated their preferences for man rather than woman as boss. This presupposes that a woman should recognize wifehood and motherhood as her great contribution to the society and should therefore remain at home. The rationale behind this preference is the assumption that education will not allow women to take up their traditional duties and this must

have contributed to their dropping out of school. Yolo (1993) remarked that disparity in access rate to education continues to exist in favour of male, while a corresponding high illiteracy rate persists among females in Nigeria. The female literacy rate in 1990-2004, as stated by Yolo (1993) was estimated at about 44.5 per cent. When compared with 62.3 per cent for male, female literacy was relatively low.

Another barrier to girl education is cultural cum religion practices and beliefs in Nupe communities that favour early marriage and adherence to the Islamic law that permits the girl-child to live a marital life after her third menstruation (Jekayinfa, 2007). Research findings (Bach, 2006; Alao, 2008; & Kobiwu, 2010) on the impact of religion on girl-child education indicated that women access rate to institutions like schools depends on the extent to which cultural and religious belief accord women a role in life outside the family. Thus, it is expected that in cultures where female seclusion is wide-spread, girl education could never be priority and this may as well result to poor access and low completion rate of schooling. As also observed by

Alao (2008) and Kobiwu (2010), children brought up from such background have hatred and disregard for western education. Scholars of Islamic Jurisprudence have deliberated much on the issue of poor access, poor retention and low completion rates in girl-child education. They maintained that it is ignorant of some persons not to allow their girl-children to acquire western education. This made Indabawa and Mpofu (2006) to state that it is when a woman is in a high position that you will appreciate her religion the more.

As noted by Yolo (1993), disparity in school continues in the advantage of the male-child and this makes the girl-child to have the highest percentage of illiteracy rate in Nigeria. In 1990, the female literacy rate is about 39.5 per cent when compared with 62.3 per cent for male which is very low. Emecheta (1983) and Yolo (1993), Lawal and Oleyede (2009) all agreed that girl-child is denied access rate to education because to her society, she was given to birth

when the society was expecting a male child and this makes her birth insignificant and unrecorded. They further stated that urgent attention needs to be taken to improve girl-child education and remove every stereotype for her active participation in school.

Persistent poor access, poor retention and low completion rate of education for girls have been observed as challenges in education sector in Nigeria and Nupe land in particular. Previous studies in the areas of girl education have linked three important variables of socio-cultural factors as barriers to the education of the Nupe girls in junior secondary schools (Nzewunwa, 2003; Jekayinfa, 2007; Okafor, 2010). Similarly, most of the studies carried out on girl-child education were done outside the North central state and may not be generalized to North central contexts. The main purpose of this study is to verify the extent to which socio-cultural barriers have been responsible for Nupe girls' poor access and low rate of school completion. Specifically, this study investigated:

- (i) whether certain socio-cultural factors serve as hindrances to Nupe girls' school access rate;
- (ii) whether certain socio-cultural factors serve as hindrances to Nupe girls' school completion rate;
- (iii) influence of family type, family literacy status, and religion on the access rate of Nupe girls, and
- (iv) influence of family type, family literacy status, and religion on the completion rate of Nupe girls.

2. Research Questions

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

- Do certain socio-cultural factors serves as hindrances to Nupe girls' school access rate?
- Do certain socio-cultural factors serves as hindrances to Nupe girls' school completion rate?

3. Method

Design

The descriptive causal-comparative research design is adopted in this study. The design is

also called ex-post facto design. It is a non - experimental research technique in which pre-existing groups are compared on some dependent variables. It is a non-experimental research which is similar to an experiment because it compares two or more groups of individuals with same background; individuals who are exposed to different conditions as result of their national histories (Lammers and Badia, 2005).

Participants

The population for this study comprised all female children who are Nupe natives in Nigeria in the three (3) states in North-Central Nigeria. The choice of the North Central zone of Nigeria was made based on the fact that this is the Zone inhabited by Nupe natives in Nigeria. The target population comprised 29, 787 Nupe girls in junior secondary one-three (1-3) in Kwara, Kogi and Niger states). The sample size comprised 772 female students. The sampling techniques used for this study was stratified sampling technique to select the three states in North Central zone where the Nupe native inhabit. These states are Kwara, Kogi and Niger. The first stage involved purposive sampling of local government areas concerned in the selected states. These LGAs with their respective states were:

- Edu and Patigi Local Government Area in (Kwara State)
- Lokoja and Bassa Local Government Area in (Kogi State)
- Mokwa, Katcha, Lapai, Lavun and Bida Local Government Areas in (Niger State)

Thereafter, 18 schools were purposively selected in the Nupe dominated states. Four from Kwara state, four from Kogi and eight from Niger states.

Measure

A researcher-designed instrument titled "Socio-Cultural Factors of Nupe Girl's Education (EFNGE) was used in collecting the needed data. The instrument consists of two sections. Section A, elicited respondents' biographical data, such as family type (monogamous and polygamous), parental educational level, and parents' religion.

Section B of the instrument requires the respondents to further express their experiences of socio-cultural factors reacting to series of items on possible hindrances to educational activities for Nupe girls in Nigeria. The items cover socio-cultural factors relating to access, and completion rates of Nupe girls in junior secondary school. Each of the items in Section B has responses structured on a 4-point Likert scale of “Strongly agree” (SA), “Agree” (A), “Disagree” (D), and “Strongly disagree” (SD). The responses are interpreted thus; SA =4, A =3, D =2 and SD =1 for the positive responses while the reverse was the case for negative responses. The validity of the instrument was determined through face and content approaches. The researcher sought the assistance of experts in test construction and evaluation as well as the other lecturers in the Department of Arts and Social Sciences Education, Faculty of Education, University of Ilorin, Ilorin to determine how adequately the items contained in the instrument represent the variables to be assessed. Also, information was gathered from literature and sample standard questionnaire items on socio-cultural factors; thus, ensuring the validity of the instrument. Reliability of the instrument was determined using test re-test method. This was

done by selecting 50 students from students from Gbako Local Government in Niger state outside the sampled area. The instrument was administered to them twice within an interval of two weeks. The responses were correlated using Pearson Product Moment Correlation Statistics at 0.05 level of significance to determine its reliability index co-efficient. This was found at 0.76; thus the instrument was considered very reliable

4. Results

Research question 1: Do certain socio-cultural factors serves as hindrances to Nupe girls’ school access rate?

In order to answer this research question, responses of the Nupe girls to items on socio-cultural elements influencing access to education were collated on statistical coding sheets. The mean score for each item to be accepted or rejected is based on 2.0 which is the assumed mean. Mean values less than 2.0 were considered as not a hindrance while mean values greater than 2.0 were considered as a hindrance to access to education. The sets of data were subjected to descriptive statistics; that is mean and standard deviation as shown below:

Table 1: Mean and Standard Deviation of socio-cultural hindrances to Access rate of Nupe Girls to Education in School.

S/N	Socio-Cultural Hindrances	No	Mean	Std
01	My parents enroll me in school late because I am a female child.	772	2.91	1.14
02	Girl-children are used for domestic tasks this is why they start school late.	772	3.01	1.08
03	My parents were made jest/mockery of, for allowing me have access to western education on time.	772	3.06	1.03
04	My culture sees western education as a sin.	772	2.95	1.11
05	My culture prefers Islamic education to western education.	772	3.03	9743
06	I will marry immediately after my basic education and will not further to the senior secondary school.	772	3.05	1.00
07	My school is very far from my home and this makes school education boring to me.	772	3.05	1.02
08	It is risky for me to complete my education in my community since western education is not seen by my parents as a necessity.	772	2.98	1.05
09	Only few girls are enrolled in my school.	772	2.94	1.07
10	I started schooling late because I am a girl.	772	2.90	1.11

Table 1 indicates the mean score and standard deviation of Nupe girls in junior secondary school in North Central Zone of Nigeria on what they considered as challenges in access rate to education. The mean scores which ranged from 2.90 to 3.06 are greater than the accepted mean of 2.0. These are considered to be a hindrance in access to Nupe girls in junior secondary school education in North Zone Nigeria. This means the socio-cultural factors of parents' family type religion and literacy level of parents of Nupe girls still hinder them from having access to education in junior secondary schools in North Central Zone Nigeria.

Research Question 3: Do certain socio-cultural factors serve as hindrances to Nupe girls' school completion rate?

Table 2: Mean and Standard Deviation of Socio-Cultural Hindrances to Completion rate of Education of Nupe Girls in School?

S/N	Socio-Cultural Hindrances	N	Mean	SD
01	Pressure from my parents to get married often kills the hope of completing my education.	772	2.93	1.20
02	Child bearing practices in my community enforce limited level of schooling on me.	772	2.74	1.22
03	My parents often withdraw me from school so as to have resources to sponsor my brothers.	772	2.96	1.08
04	My parents often withdraw me from school because what is taught in school will eventually affect my matrimonial duties when I marry.	772	2.99	1.05
05	I am compelled to stop schooling as my friends are excelling in non-educational fields.	772	3.10	1.03
06	Intimidations from male students often make me feel like stopping school.	772	3.09	1.00
07	My schooling will stop before I complete basic education because I will reach the age of marriage by then.	772	2.90	1.12
08	In my community, going to mixed school by girl-child is not encouraged by parents.	772	3.02	1.06
09	My parents in my community could not afford schooling cost (uniform, textbooks, etc.) for the girl-children to further their education.	772	2.96	1.05
10	Teen pregnancy nearly made me to stop schooling.	772	2.80	1.07

Table 2 shows the mean score and the standard deviation of Nupe girls in junior secondary school in North Central Zone of Nigeria on what they considered as challenges in the area of completion rate of education. The mean scores which range from 2.74 to 3.10 are greater than accepted mean of 2.0. These are considered to be significant hindrances to Nupe girls' completion of education in junior secondary school. This means that the socio-cultural factors like family type, religion and literacy level of parents of Nupe girls can affect their chances of completing their junior secondary school in North Central zone, Nigeria.

Hypotheses

H₀₁: There is no significant influence of family type on hindrances to school access rate of girls in Nupeland

Table 3: A t-test table showing the mean difference on hindrances to access rate between Nupe Girls from monogamous and polygamous families

Family Type	N	Mean	SD	df	t-value	P	Decision
Mono	258	29.93	9.86	770	0.21	0.78	Accepted
Poly	514	29.93	9.89				

Significance: $p > 0.05$

Table 3 revealed that the calculated t-value is 0.21, with P-value at 0.78 computed at level of significance 0.05. Since the p-value is greater than the level of significance 0.05, therefore, we do not reject the stated null hypothesis. The result concludes that family type has no significant influence on hindrances to school access rate of girls in Nupeland.

H0₂: There is no significant influence of family type on hindrances to Nupe girls' rate of completion of education.

Table 4: A t-test table showing the mean difference of hindrances to completion rate between monogamous and polygamous families

Family Type	N	Mean	SD	df	t-value	P	Decision
Mono	258	29.51	10.12	770	0.01	0.98	Accepted
Poly	514	29.53	10.13				

Significance: $p > 0.05$.

Table 4 revealed that the calculated t-value is 0.01, with P-value at 0.98 computed at level of significance 0.05. Since the p-value is greater than the level of significance 0.05, therefore, we do not reject the stated null hypothesis. The result concludes that family type has no significant influence on hindrances to completion of education rate between Nupe girls from monogamous and polygamous families.

H0₃: There is no significant influence of family literacy status on hindrances to girls' access rate to education in Nupeland.

Table 5: A t-test table showing the mean difference of hindrances to access rate between literate and illiterate families

Family Literacy Status	N	Mean	SD	Df	t-value	P	Decision
Illiterate	466	36.87	9.01	770	19.25	0.00	Rejected
Literate	306	25.37	6.52				

Significance: $p < 0.05$

Table 5 revealed that the calculated t-value is 19.25 with p-value of 0.00 computed at level of significance 0.05. Since calculated p-value is less than the level of significance 0.05, therefore the stated null hypothesis is rejected. The result concludes that family literacy status has significant influence on hindrances to girls' access rate to education in Nupeland. It is shown from their respective mean values that children from illiterate family experienced more hindrances to their education than their counterparts from literate families.

H0₆: There is no significant influence of family literacy status on hindrances to girls' rate of completion of education in Nupeland.

Table 6: A t-test table showing the mean difference of hindrances to completion rate between girls from literate and illiterate families.

Family Literacy Status	N	Mean	SD	Df	t-value	P	Decision
Illiterate	466	36.53	8.98	770	18.83	0.00	Rejected
Literate	306	24.92	7.36				

Significance: $p < 0.05$

Table 6 revealed that the calculated t-value is 18.83 with p-value of 0.00 computed at level of significance 0.05. Since calculated p-value is less than the level of significance 0.05, the stated null hypothesis is rejected. Therefore, the result concludes that family literacy status has significant influence on hindrances to girls' completion rate of education in Nupeland.

H0₇: There is no significant influence of religion on hindrances to girls' access rate to education in Nupeland.

Table 7: A t-test table showing the mean difference of hindrances to access rate of girls from Muslim and Christian families.

Religion Faith	N	Mean	SD	df	t-value	P	Decision
Muslim	688	29.90	9.86	770	0.20	0.83	Accepted
Christian	84	30.14	10.01				

Significance: $p > 0.05$

Table 7 indicated that the calculated t-value is 0.20, with P-value at 0.83 computed at level of significance 0.05. Since the p-value is greater than the level of significance 0.05, we do not reject the stated null hypothesis. Therefore, the result concludes that there is no significant influence of religion on hindrances to girls' access rate to education in Nupeland.

H0₉: There is no significant influence of religion on hindrances to girls' completion rate of education in Nupeland.

Table 8: A t-test table showing the mean difference of hindrances to completion rate of girls from Muslim and Christian families.

Religion Faith	N	Mean	SD	df	t-value	P	Decision
Muslim	688	29.47	10.14	770	0.37	0.70	Accepted
Christian	84	29.91	10.03				

Significance: $p > 0.05$

Table 8 indicated that the calculated t-value is 0.37, with P-value at 0.70 computed at level of significance 0.05. Since the p-value is greater than the level of significance 0.05, we do not reject the stated null hypothesis. Therefore, the result concludes that there is no significant influence of religion on hindrances to girls' completion rate of education in Nupeland.

5. Discussion

Findings of this study revealed that socio-cultural factors served as hindrances to girl access to education in Nupeland. Chief among them were societal negative attitude towards parents allowing their girls children to enroll in western education, parents' intention for early marriage of their girl children, less value placed on western education, proximity to schools and the use of girl child for domestic chores. This

finding confirms the earlier outcomes of studies such as Tsoede (1997) and Oluwole (2002) that education of female children in Nupeland is geared towards making them responsible housewives, mothers and equips them with all types of services related to home management.

Another finding of this study revealed that socio-cultural factors militated against completion rate of education by girl child in Nupeland. Parents' beliefs that girls in non-educational fields excelled more than those in schools, intimidation received from male students, parents' negative attitudes towards a girl child attending mixed schools, and beliefs of some parents that what their girl children were being taught at school will eventually work against their matrimonial homes in the future. This finding partially corroborates findings of Erinoshio (1998) and Oleribe (2005) that women

are grossly neglected in the affairs of the community and denied a chance to maximize their potentials and lately, made to enter into an unholy competition of child birth with their husbands' other wives

The findings further revealed that family type has no significant influence on socio-cultural hindrances to girls' access to and completion rate of education in Nupeland. This finding corroborates the outcome of study of Odeleye and Oluwatimilehi (2009) which revealed that there was no significant difference between girl-child access rate from both polygamous and monogamous families. However, this finding contradicts outcomes of studies such as Darling-Hammond (2000), Hodges' (2001) and Yusuf (2008). Studies such as Darling-Hammond (2000) and Yusuf (2008) maintained that large families experience greater financial constraints in enrolling their children in full time education and allowing them to complete their basic education. Likewise, Hodges' (2001) assertion that parents hold the key to access rate to education and tend to give priority to the schooling of boys rather than girls, especially in polygamous families where there is insufficient fund to enroll all children. Accepted that financial strength is essential for full time education most especially when the family is large, however, in a situation where both small and large family reacts the same way to education of a specific sex of children is an indication that other factors besides finance holds sway.

It was also revealed in this study that family literacy status has significant influence on hindrances to girls' access to and completion rate of education in Nupeland. It is shown that female children from illiterate families experienced more hindrances to their education than their counterparts from literate families. This finding indicates that tendency is high for the Nupe girls whose parents were educated to have more access rate to junior secondary school education compared to those whose parents did not have western education. This may be because Nupe girls from educated homes see their parents as their role models and they aspire to go to school, whereas those from illiterate

homes were not encouraged or motivated by anyone to go to school.

This finding is in consonance with Wernick (1984) and Dosunmu (2007) who stated that the level and quality of parents' education contribute to the girl-child's access to junior secondary school education. The literature reviewed has emphasized the crucial needs of Nupe girls' parents' education. Nupe girls' parents that attained higher levels of education are more likely to help their children to have access rate to education, owing to the fact that they know the value of education and understand that every stage and age counts when it comes to enrolment.

Finally, the finding revealed that religion exerts no significant influence on hindrances to girls' access and completion rate of education in Nupeland. In other words, socio-cultural factors hindering girls' access and completion of education in Nupeland are not religion inclined. Indication is clearly shown from this finding that irrespective of religious faith of parents in Nupeland, there exist certain cultural practices and beliefs in the land that transcend religion inclination. This agrees with the study of Yusuf (2007) who described Islamic religion as a universal way of life. This made correction to all erroneous notion and biases that were held by the world against female's education. The scholar argued that Islam endorses the principle of equality among men and women: because they are physically formed of the same soul. This finding tends to suggest that in an attempt to increase access and completion rate of girl's education in Nupeland, less emphasis should be placed on religion but dig deep into certain cultural beliefs in the community that exert such a great influence.

6. Conclusions and Recommendations

The outcomes of this study have revealed that hindrances to girls' access and completion of education in Nupeland are more of cultural beliefs and practices than the type of family and religion. Also, literacy status of the parents exerts a significant influence. This suggests that education can still be employed as antidote to

resistance to access and completion of girl child education in Nupeland. Therefore, the need to focus on how individual can embrace the idea of western education for their girl children should be emphasized. This could be achieved through rewarding the few educated females in the society with juicy position. If this is done, other parents could be motivated to take the education of their female ward as a matter of urgency. Also, the successful career women from the community should be engaged to have time to time dialogue with the women folks in the land. This would go a long way in changing whatever biases they may be holding concerning education of women in the land.

References

- Abani, C. (2004). *Attaining the Millennium Development Goals in Nigeria: Indicative Progress and a Call for Action*. A Paper Delivered at the World Bank Round on Education, Nigeria.
- Akogun, K. A. (2008). *Historical Analysis of Girl-Child Education in Kwara State*. Unpublished Master's Thesis. University of Ilorin. Ilorin, Nigeria.
- Alao, O. O. (2008). *Issues of Female Education and Problems confronting them in Higher Institutions*. Paper presented at Annual National Conference by History of Education Society of Nigeria at River State University of Science and Technology Port-Harcourt.
- Darling-Hammond, L. (2000). Teaching Quality and Student Performance: A Review of State Policy Evidence. *Arizona Educational Policy Analysis Archives*, 8, 128- 136.
- Dosumu, F. O. (2007). *Influence of Students' Home Background on their Academic Performance in Economic: A Case Study of Irepodun Local Government Area of Kwara State*. Unpublished B.Sc. (Ed) project, University of Ilorin, Nigeria.
- Emecheta, B. (1982). *Second Class Citizen*. London: Fontana Books.
- Erinosho, O. A. (1998). *Health Sociology for Universities, Colleges and Health related Institutions*. Ibadan: Sam Bookman.
- Fafunwa, B.A. (2002). *History of Education in Nigeria*. Ibadan: Foludex Press Ltd.
- Hodges, A. (2001). *Children and Women's Right in Nigeria up call*. Nigeria/ UNICEF.
- Indabawa, S. & Mpofu, S. (2006). *African Perspective on Adult Education: The Social Context of Adult Learning in Africa*. New York: UNESCO.
- Jekayinfa, A. A. (2007 April). *Views of Community Leaders on the Issue of Girl-Child Education*. Report of a workshop held in Patigi Local Government Area.
- Kanu, E.N. (2000). Gender Inequality in Education in Nigeria: A Case for Girl-Child Women Education. In J. Ndaghaja, B. ushie, G. Riniji S. Adegun & Y. Buhari. *Crisis in Accomplishing Educational Objectives in Nigeria*. pp.66-74. Academic Trust Fund.
- Kobiowu, S.V. & Alao, F.T. (2010). Gender Identity, Stereotype and Schooling in Nigeria. *Book of Reading in Sociology of Education*, 1, 34-41.
- Lammers, W. L. & Badia, P. (2005). *Fundament of Behavioural Research*. California: Thomson and Wadsworth.
- Mahuta, M.G. (2007). *An Introduction to Sociology Foundation of Education*. Sokoto: Bass Educational Books (BEB).
- Mohammed, M. (2009). *Comprehensive History of Nupe People*. Nupe Diary First Edition. Diamond Publishers.
- Ndayoko, M. (2005). *A Lecture delivered at the 1st Memorial Service of Tsode of Nupe land*, 14th August, 2002.
- Nzewunwa, O.P. (2003). Social-Cultural factors associated with Low Enrolment of Females in Science, Technology Disciplines in Rivers State in Nigeria. *Journal of Professional Studies in Education*, 8 (1), 45-50.
- Nzewunwa, O.P. (2003). Social-Cultural Factors Associated with Low Enrolment of Females in Science, Technology Disciplines in Rivers State in Nigeria. *Journal of Professional Studies in Education*, 8 (1), 45-50.

- Okeke, E.A.C, Nzewi, U.M. & Njowku. Z. (2008). *Tracking School Age Children's Education Status in UNICEF A – Field States*. Enugu: UNICEF.
- Oleribe, O.E.O. (2002a). The Concept of Child Abuse. *An Anti-Child Abuse Society of Africa (ACASA) Publication* National War College Press – Abuja, Nig. 16 – 137.
- Oleribe, O.E.O. (2005). *Culture and Health: The Effects of Some Nupe Culture on Health of the People*. International Journal of Education and Culture, 3(1)114-124.
- Oluwole, S. (2002). *Educational Strategies for National Integration: A Geo Political Journey so far*. Calabar: University of Calabar Press.
- Shiru, G. (2000). *Education in Nigeria 1842 1939: An Historical Analysis*. Ibadan: Nigeria Academy
- Tsoede, .Y. (1997). Hindrances to Girl-Child Education in Nigeria. *Journal of Comparative Education*, 17 (13), 110-119.
- Wenick, R. (1984). *The Family*. New York: Stoughton Time Life Books
- Yoloye, E.A. (1993). Science Education in the Nigerian Primary Schools: A need for Radical Approach. In P.A. Okebukola, (Ed). *Proceedings of the Science Teachers Association of Nigeria*,1(2),10-12.
- Yusuf, A.T. (2008). *Influence of Socio-Economic Variable on the Performance of Secondary School Students in Ilorin*. Unpublished B. Sc. (Ed.) Project, University of Ilorin.
- Yusuf, B. (2007). Islam and Girl-Child Education. *The herald* p.14.

Parents' Socio-economic Background and Children's Enrollment in Early Childhood Education Programme in Rural Areas of Jos North, Plateau State

MARIA SAMBO-ANPE, GRACE SELZING-MUSA
University of Jos, Nigeria

Abstract. This paper investigated the influence of parental socioeconomic background on enrolment of rural children in early childhood education programme in Jos North Local Government Area of Plateau State. Three research questions guided the study and a total of 60 respondents were used for the study. The descriptive survey research design was adopted for the study and a researcher constructed questionnaire titled 'Parents' Socioeconomic Background and Children's Early Childhood Education Enrolment Questionnaire' (PSBCECEAQ) was used to collect data. Data collected was analyzed using simple percentage. From the analysis of data collected, it was found that parents' socioeconomic backgrounds determines the extent to which rural children were enrolled in early childhood education programmes and parents' incomes determine the extent to which they can afford to enroll their children in nursery schools. The study concluded that parents' socioeconomic backgrounds influence rural children's enrollment in early childhood education programmes and it was recommended that parents in rural areas should be enlightened on the importance of early childhood in the lives of their children and the need to enroll their children in nursery schools.

1. Introduction

Socioeconomic background is an economic and sociological term which describes the total measure of a person's work experience and of an individual's economic and social position relative to others, based on income, education, and occupation. Socioeconomic status of parents

includes the income, education, and occupation of parents. Socioeconomic background is typically broken into three categories; high, middle and low (Bateman, 2006).

A family's socioeconomic background is based on family income, parental education level, parental occupation, and social status in the community (such as contacts within the community, group associations, and the community's perception of the family). Birdsall, Levine, and Ibrahim (2006) point that across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health care at the expense of their children's early education.

Over the years, there has been public outcry over children's poor enrolment to early childhood education especially in rural areas. This has attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators (Chua & Wing, 2007). Early childhood education; the care, stimulation, and protection of children from birth to five years, is important in children's lives (FGN 2007; Copple & Bredekamp, 2008). Children go through a huge variety of learning and make great developmental strides, and all that they learn create an important foundation for their learning in formal schooling and later life. Chua and Wing (2007) stressed the importance of child education and stated that there is need to

grant every Nigerian child equal access and enrolment opportunity to quality early childhood education but unfortunately, there is a growing concern about the low enrolment of children from low socioeconomic background to early childhood education. Many Nigerian children do not have opportunities to early childhood education; this may be due to the fact that their parents cannot afford to pay for this form of education.

A report from Plateau State Universal Basic Education Board shows that over 69% of children in Plateau state do not attend any form of early childhood education. Another study of primary schools by UNICEF in 2016 in Nigeria found that there is a general poor performance in the mean score of numeracy, literacy and life skills among primary school pupils who had no exposure to early childhood education. This in turn will lead to incompetence in social and emotional development of children in later life. Important as this education type is, why do children in rural areas not enroll despite its availability in all existing primary schools? This study sets out to examine the influence of parents' socioeconomic background on pupils' enrolment into early childhood education programmes in rural areas in Jos North, Plateau state.

2. Research Questions

The following research questions guided the study:

- (i) What percentage of parents think that children in rural areas in Jos North Local Government Area have access to early childhood education
- (ii) What are the factors responsible for low enrollment of children in rural areas in early childhood education?
- (iii) What influence does parents' socioeconomic status have on

children's enrolment in early childhood education programmes in Jos North Local Government Area?

3. Method

Descriptive survey research design was employed in carrying out this study. The descriptive survey assessed the influence that parents' socioeconomic status have on children's early childhood education enrolment in rural areas in Jos North Local Government Area. The target population for this study was parents of children in rural areas of Jos North Local Government Area. The sample consisted of sixty (60) parents who were randomly selected across five wards in Jos North Local Government Area. The research instrument used for this study was a structured questionnaire titled 'Parents' Socioeconomic Background and Children's Early Childhood Education Enrollment Questionnaire' (PSBCECEA) developed by the researcher. The instrument was validated by three experts in the area of research, measurement and evaluation, early childhood education, and educational administration. The instrument was has two parts; part one consisted of personal data of the respondent, while part two sought information on the enrollment of children in early childhood education, factors responsible for children's low enrolment in early childhood education and parents' socioeconomic background. Sixty (60) questionnaires were administered and all of the instruments were retrieved. The data was analyzed using descriptive statistics such as frequency counts and percentages.

4. Results

Research question 1: What percentage of parents think that children in rural areas in Jos North Local Government Area have access to early childhood education?

Table 1: Percentage of parents who think that children in rural areas in Jos North Local Government Area have access to early childhood education

s/n	Item	Agree	%	Disagree	%
1	Children in rural areas have access to early childhood education	15	25%	45	75%
2	Early childhood education is affordable for all parents in rural areas	18	30	42	70%
3	Majority of children in rural areas are enrolled in nursery schools	16	26.7%	44	73.3%

Table1 shows that 15 respondents representing 25% agreed that children in rural areas have access to early childhood education while 45 respondents representing 75% disagreed. 18 respondents representing 30% agreed that early childhood education is affordable for all parents in rural areas while 42 respondents representing 70% disagreed. 16 respondents representing 26.7% agreed that majority of children in rural areas are enrolled in nursery schools while 44 respondents representing 73.3% disagreed.

Research Question 2: What are the factors responsible for low enrollment of children in early childhood education in rural areas in Jos North Local Government Area?

Table 2: Factors responsible for low enrollment of children in early childhood education in rural areas in Jos North LGA

s/n	Item	Agree	%	Disagree	%
4	Low socio-economic status of parents	39	65	21	35
5	Lack of enough nursery schools in rural areas	34	56.7	26	43.3
6	Poor enlightenment of parents on the importance of early childhood education	42	70	18	30

Table 2 shows the responses of the respondents on the factors responsible for low enrollment of children in rural areas in early childhood education. 39 respondents representing 65% agreed that low socio-economic status of parents is responsible for low enrolment of rural children in early childhood education programme while 21 respondents representing 35% disagreed. 34 respondents representing 56.7% agreed that lack of enough nursery schools in rural areas is responsible for low enrolment of rural children in early childhood education programme while 26 respondents representing 43.3% disagreed. 42 respondents agreed that poor enlightenment of parents on the importance of early childhood education programme is responsible for low enrolment of rural children in early childhood education programme while 18 respondents representing 30% disagreed

Research Question 3: What influence does parents' socioeconomic status have on children's enrollment in early childhood education programmes in Jos North Local Government Area?

Table 3: Influence of parents' socioeconomic status on children's enrolment in early childhood education

s/n	Item	Agree	%	Disagree	%
7	Parents' socioeconomic background determines the extent to which parents enroll their children in nursery schools (early childhood education)	43	71.7%	17	28.3%
8	Parents' socioeconomic background determines their level of enlightenment on the importance of early childhood education	39	65%	21	35%
9	Parents' socioeconomic background determines the extent to which they pay their children's fees in early childhood education programmes	45	75%	15	25%

The analysis on table 3 above shows that 43 respondents representing 71.7% agreed that parents' socio-economic background determines the extent to which parents afford to pay enroll their children in nursery schools (early childhood education) while 17 respondents representing 28.3% disagreed. 39 respondents representing 65% agreed that parents' socio-economic background determines their level of enlightenment on the importance of early childhood education while 21 respondents representing 35% disagreed. 45 respondents representing 75% agreed that parents'

socioeconomic background determines the extent to which they pay their children's fees in early childhood education programme while 15 respondents representing 25% disagreed.

5. Discussion

The findings from of the study revealed that the factors responsible for low enrollment of rural children in early childhood education programme include poor socioeconomic background of parents, lack of enough nursery schools in rural areas and poor enlightenment of

parents on the importance of early childhood education. This finding is consistent with Chua and Wing's findings who discovered in their research that the major factors responsible for poor enrollment of rural children in early childhood education include poverty and lack of enlightenment of parents on the importance of early childhood education.

The findings also revealed that parents' socioeconomic background determines the extent to which parents afford to pay the fees to enroll their children in nursery schools (early childhood education), it also determine the level of their enlightenment on the importance of early childhood education. This finding is in consonance with the findings of Egwu (2009) who discovered that parents' socioeconomic background¹ is a major factor militating against provision of quality education for young children.

6. Conclusion

From findings of the study, it is obvious that parents' socio-economic background determines the extent to which children have access to early childhood education in rural areas, and parents' income determines the extent to which they can afford to enroll their children in nursery schools. Also, parents' educational level determines the extent to which they are enlightened on the importance of early childhood education. The study concludes that parents' socioeconomic background influences rural children's enrolment in early childhood education in Jos North Local Government Area of Plateau State.

7. Recommendations

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

- Parents in rural areas should be enlightened on the importance of early childhood education and the need to enroll their children in nursery schools
- Nursery, primary and secondary education should be made free of charge for all Nigerian children

- More nursery schools should be established in rural areas to meet the educational needs of the low socioeconomic class.

References

- Bateman, P., (2006), Quality Assurance Mechanisms Open, Distance, E-learning (O-Del). A Lead Paper presented at a workshop organized by African Virtual University, Kenya in collaboration with Carnegie Corporation and Information Technology and Communication Unit Obafemi Awolowo University, Ile- Ife.
- Birdsall, N., Levince, R., & Ibrahim, A. (2006). Building gender equality in urban life. *Global Urban Research Development Magazine* 2 (1) 9-14.
- Chua, A. & Wing, I. (2007). Quality assurance in an online education. *The Universities 21 Global Appraisal. British Journal of Educational Technology*. 3 (1) 133-152.
- Copple, C. & Bredekamp, S. (eds). (2008). *Developmentally Appropriate Practice in early childhood programmes: serving children from birth to age 8*. Washington D.C: National Association for the Education of Young Children
- Egwu, S. O. (2009). *Roadmap for Nigerian educational sector*. Abuja: Federal Ministry of Education Abuja.
- Federal Government of Nigeria. (2007). *National curriculum on early childhood Education*. Lagos: Nigeria Education Research and Development Council (NERDC).
- Garvey, R. H. (1990). *Exceptional children: An Introduction to Special Education*. Saddle River: Pearson Education, Inc
- Inan, T. A. (2009). *Curriculum & Practice in Early Childhood Education*. Owerri: Cape Publishers Int'l Ltd.

An Overview of Resilience and Academic Achievement of Adolescents in Nigeria

AUGUSTINA IZADI ANAKWE, SULEIMAN DIKKO
University of Jos, Nigeria

Abstract. This paper looks at resilience and academic achievement of adolescents in Nigeria. The paper discusses the concept of resilience, which is a kind of bounce back from risks or traumatic situations, and academic achievement defined as academic success. The work is situated on Richardson Glenn's Three Waves Meta Theory of Resiliency. The first wave discusses the identification of resiliency characteristics. The second wave centres on the processes needed to acquire the characteristics while the third wave discusses the enactment of the processes to explore the characteristics. This work also looks at the risks factors that make students give up easily such as religious crises, terrorism and socio- economic background of the family. The paper also looks at how resilience could be fostered through two main protective factors, the internal and the external factors. The internal factors focus on the individual's assets within him- self-efficacy and locus of control. The external factors are environmental factors which include the family, the school and the community. Based on the issues raised in this paper, recommendations are made.

Keywords: Resilience, Academic Achievement and Adolescents.

1. Introduction

One of the problems that in facing Nigeria today is high rate of school drop outs and poor academic achievement amongst the students at

all levels of education. Over the years, the general performance of students in our schools has been very low. Salim (as cited by Abdullahi in Gidado 2010 p174) said that “for the past few years, the performance of students in English language has tended to be worse than the previous year’s”. According to him, since English is the medium of instruction in Nigeria schools, it is presumed that the same is obtainable in other subjects. Supporting this view, Omosidi (as cited in Gidado 2010), said that there is a significant relationship between students' performance in English language and mathematics. This implies that if students perform poorly in English language, they will perform poorly in mathematics Akimade (2010), posited that “the achievement of secondary school students in public examinations provides yet another indicator of the inefficiency and wastage in this tier of the educational system”. He brought out statistics of entries and credit level passes in the May/ June WAEC examination in Nigeria, some of which are as follows: In 2005, 1,072,607 registered for WAEC, 1,051,557 sat for the examination, 375,850 passed and the pass grade stood at 35.74%. In 2006, 1,162,046 registered for WAEC, 1,137,181 sat for the examination, 559,854 passed bringing the pass grade to 49.23%.

Alao (2015) said that "the continuous cry about the falling standard of Nigerian educational system, coupled with the below average academic performance of most students in examinations like West African Senior School

Certificate Examination (SSCE) and National Examination Council (NECO), has been a source of worry to educational stakeholders". This is worrisome especially when you look at their inability to qualify for admission into the universities and other tertiary institutions as a result of poor performances. This poor performance of students could be as a result of many risk factors they might have been exposed to. These factors could be socio-economic status of parents, religious or political crises, and terrorism.

The socio- economic status of the parents: The socio- economic situation in the country coupled with the high level of illiteracy, poverty and material deprivation has thrown many parents into untold financial problems. This can be a hindrance to students' academic pursuit and performance. (Shittu, Mohammed & Akanle, 2011).

Religious or political crises: Nigeria is often faced with religious or political crises. This make students lose their parents and thereby drop out of school. Most adolescents who have passed through such traumatic experiences have lost concentration in school. Those that manage to continue have not performed well academically. To overcome this negative trend, Nigerian adolescents need to develop resilience. Many people have carried out researches on academic achievement but only very few researches have been carried out on fostering resilience in adolescents. As a result of this development, they "become house maids or engage in other menial jobs to support their academic pursuit". (Jimoh as cited by Shittu et al 2011). Because of this also, many students have taken schooling as a part time vocation and school attendance is not on regular basis. "The resulting problem posed by this is poor academic performance in school examination". (Jimoh as cited by Sittu et al 2011).

Terrorism: This is another thing posing a great danger in our country today. There has been series of bombings in different parts of the country. Recently in Kano, Nyaya, Terminus and Bauchi road in Jos. Other activities of the terrorists include the abduction of Chibok secondary school girls by the group known as Boko Haram (western education is forbidden),

the threats of abducting students in Benue state and so many others. Some adolescents are forcefully conscripted into the sect. These activities of the Boko Haram have caused many children to stay out of school or attend school only when they feel secured. When students eventually go back to school, their academic performance is likely going to be low and they will leave school without achieving much academically.

Many of these factors interfere with the learning and educational process of Nigerian students. Although many adolescents faced with similar risk factors have managed to overcome the stressors and shown positive adaptation in the face of adversity. This has been possible because of some protective factors- "assets and resources" (Masten & Coastworth as cited in Speight, 2009). Assets are the positive factors that reside within an individual such as self-efficacy, competence and locos of control, while resources are the external factors such as parental support, the learning environment and the community. These factors will be discussed fully in this paper. Those that have overcome various stressors, we refer to them as resilient adolescents.

Resilience differs among individuals. Experiences of the same adverse event or condition may differ across adolescents. For example, divorce of one's parents may be considered as negative event while in some, it may be considered positive, if it removes conflict from home. Resilience also differs with events. If one is bereaved for example, his resilience of lack of money. Resilience can be different in religion. What is viewed causes resilience to a Muslim might not cause reliance to a Christian.

The issue of resilience has not been given much coverage. Students especially in Nigeria give up with a minor challenge. Resilience is saying that in the middle of challenges, adversity, one should not give up.

2. Basic Concepts

2.1 Resilience

Fergus and Zimmerman (2005) defined Resilience as “the process of overcoming the negative effects of risk exposure, coping successfully with traumatic experiences and avoiding the negative trajectories associated with risks”. Carison et al (2012) defined resilience as “the ability of an entity-e.g., asset, organization, community, region- to anticipate, resist, absorb, respond to, adapt to, and recover from a disturbance”. Resilience means the skills, abilities, knowledge, and insight that accumulate over time as people struggle to surmount adversity and meet challenges. Alao, (2015). Educationally, I will define resilience in the light of education as the process of coping with and recovering from adversities with the aim of coming out of school with academic success.

2.2 Academic Achievement

Academic achievement is academic success (Okafor 2007). He added that student's achievement simply means the average students' scores on standardized examination. Academic achievement can be said to be the extent to which a student has achieved his educational goals. Epunam in Kadala (2011) defined academic performance as the learning outcomes of the child which includes the knowledge, skills, and ideas acquired and retained through their course of study within and outside the classroom situations. Academic achievement can be said to be the successful completion of an educational task at any given level.

2.3 Adolescents

An adolescent is that individual who is under the developmental stage called adolescence. Okon (as cited in Ahmed 2008) defined adolescence as "that period of growth in which each individual life begins at the end of childhood and closes at the beginning of adulthood. Rowlett (2014) saw adolescents as a period within the life span when most of a person's biological, cognitive, psychological and social characteristics are changing from what is typically considered child-like to what is considered adult-like. According to the Nigerian constitution, anybody from childhood who is below the age of 18 years is still considered a child. So a Nigerian adolescent who has attained the age of 19 years and above is a child.

In a study carried out by Speight (2009), he examined the relationship between self-efficacy, resilience and academic achievement among African-American urban high adolescent students in Washington DC. The study hypothesized positive relationships between self-efficacy, resilience and achievement and also examined the contribution of self-efficacy and resilience in predicting academic achievement. The researcher used correlation statistics, multiple regression analyses and analysis of variance. The researcher also explored the contributory effect of select demographic variables (i.e. authoritative parenting, role models, and socioeconomic status) on the variance in self-efficacy and resilience. Results indicated that resilience was significantly and positively correlated with achievement, self-efficacy and authoritative parenting.

Fayombo (2010) conducted a study to find out the relationship between personality traits and psychological resilience among the Caribbean Adolescents. She used a random sampling of 397 fourth to upper sixth form adolescents from six secondary schools in different parishes in Barbados. Their ages ranged from 14 to 18 years old. 205 were females and 192 males, of which 320 were Barbadians while 177 were from a number of Caribbean countries Guyana, St. Vincent, St. Lucia and Jamaica. She used Pearson Product Moment Correlation and Stepwise Multiple Regressions to conduct her analyses. She found out that the healthier the personality traits, the more resilient the adolescent. She also discovered that adolescents who have unhealthy personality such as neuroticism may not be psychologically resilient. Her study also discovered that adolescents who were always being prepared, getting chores done right away and paying attention to details were found to be resilient indicating that probably they are usually calm in stressful situation which strengthens their inherent ability to cope stress.

3. Fostering Resilience in Nigerian Adolescents

Every individual has what it takes to be resilient. What is needed is the use of protective factors. Protective factors are “factors that moderate, buffer, and insulate against negative stressors, and mitigate the impact of risk on an adolescent behaviour or development” (Benson & Pittman as cited in Rowlett 2014). Protective factors can also be seen as the characteristics of an individual student or the school environment that reduce the potentially negative effects of the risk factors. The risk factors are environmental conditions that increase the chances of an adolescent experiencing negative outcome in mental health, social adjustment, and academic achievement. Some risk factors include traumatic life events such as the death of a parent or parents, family conflict, socio-economic disadvantages, terrorism and so many others. The protective factors could be internal residing within the individual, such as self-efficacy, locus of control, and competence or external which refer to the environmental influences such as the family, the school, and the community. The internal assets nurture commitment, values. And social needs for positive development. The external assets (or what others refer to as resources) surround adolescents with an environment of care, support and empowerment.

4. Some Factors that can Foster Resilience in an Adolescent

4.1 Self- Efficacy

Some psychologists see self- efficacy as the reciprocal relationship between student’s beliefs about their capacity and the effort they put forth leading to achieving success. It is the expectation that one is capable of carrying out behaviour or producing a desired outcome. Pajara (citing Bandura in Speight 2009) said that self- efficacy is the belief individuals hold about their capabilities and about the outcomes of their efforts and this greatly impact and influence the way in which they will behave. In other words, how people behave is influenced by their cognitive beliefs than by the results of previous performance. Self efficacy determines the kind of goals adolescents set for themselves and how they pursue such goals. Adolescents therefore

should be encouraged to look inward and believe in what they can do.

4.2 Locus of Control

Anakwe, (2016) defined locus of control as “the extent to which people believe they have power over events in their lives” He said, a person with internal locus believes that he or she can influence events and their outcomes, while someone with external locus of control blames outside forces for everything. Adolescents that have internal locus of control, struggle hard in school for a high academic performance and if they perform low, they blame themselves and find ways of improvement. On the other hand, students who have external locus of control will blame their teachers for low academic performance. Students should be encouraged to develop internal locus of control.

Locus of control can be described as the extent in which adolescents believe that they can control the happenings around them. When adolescents are encouraged to believe that they can control events around them, they will not allow events to weigh them down instead they will build resilience.

4.3 Competence

Competence refers to a variety of adaptive behaviour of children, enabling them to achieve resilience outcomes. Competence can be characterized in broad terms such as over all psychological health and adaptation, or it could be restricted to specific areas such as social function, academic success or emotional health. Adolescents should be encouraged to have confidence in their academic work.

4.4 The Family

The education of adolescents can be influenced by parents’ socio- economic status. Highly socialized and educated parents tend to support their children in school. Adolescents coming out from traumatic situations need to be encouraged by their parents to build resilience by providing the adolescents with learning materials.

Good parenting combined with good financial base can go a long way in enhancing resilience in adolescents. Fostering resilience in children requires that are caring and very stable. It has been discovered that most resilient children have

strong relationship with at least one adult. This helps to reduce risks associated with family. Families that emphasize caring for one another, division of labour, support for one another, help to foster resilience in family members.

4.5 The School

There are a lot of things the school can do to foster resilience and enhance high academic achievement in adolescents. It is said that World Bank has suggested the use of Social and Emotional Learning (SEL) in schools. They looked at social and emotional as involving processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, maintain positive relationship, and make responsible decisions. Social and emotional learning can help adolescents develop the skills, attitudes and behaviours needed to foster healthy relationships with peers, work effectively with peers and teachers. This, they said will foster empathy, respect, co-operation, managing emotions, critical thinking, self control, goal setting and problem- solving. Anakwe (2016) is of the opinion that resilience is the ability to recover, perform and transform from situations of adversity. What seems matters most to learners in these contexts, he said, is the opportunity to make meaning. Social and Emotional Learning (SEL) supports this engagement process and can also help increase adolescent's ability to focus on learning. Operating social and emotional learning in schools can foster resilience.

Another thing the school can do to foster resilience is the introduction of Class- Peer Mentoring Technique. The goal of this is to improve academic performance among students by encouraging their classmates to provide supports and assistance necessary in fostering academic resilience. (Adeyemi, 2014). The processes include instruction, mentoring, regulations, understanding, review, evaluation of learning, and performance. Adeyemi (2014), went further to say that in class peer mentoring, the situation is symbiotic as the person selected as a peer- mentoring friend should equally have an area of academic need to complement the

partner. This can help develop self- worth and self- efficacy, which Adeyemi said are important in improving a student's academic performance.

4.6 The Community

The community can play an important role in fostering resilience in adolescents. When the community consistently expresses her social norms so that adolescents will know what is expected of them, they will sit up. One other thing that the community can do is to give adolescents opportunity to participate in the activities of the community as useful members. The community can make available social organizations that provide resources to residents. The community also ensures that she emphasizes the observance of social norms so that adolescents will know what constitute social acceptable behaviours.

5. Conclusion

Poor academic performance in standardized examination such as WAEC and NECO has is worrisome. This could be as a result of students giving up when faced with some risks factors. These risks factors could be socio-economic background, political crises, terrorism and others. Resilience is what is needed for students to perform better academically. Resilience is the ability to bounce back from traumatic experiences. There are protective factors in every individual that can help him or her overcome the traumatic experiences. Some of these factors are internal such as self- efficacy, locus of control and competence while some of them are external such as parental influence, the school and the community that can help him face the challenges. The adolescents, the families, the schools and the communities have significant roles to play in fostering resilience in a Nigerian adolescent. When resilience is fostered, the Nigerian adolescent will have a higher academic achievement.

6. Recommendations

In view of the above discussion, I will like to make the following recommendations:

- Schools should introduce Social and Emotional Learning (SEL). This will foster the social and emotional development of students. The school should provide opportunities for social interaction among students. Sporting facilities should be provided by the schools.
- Teachers should use the Class- Peer Mentoring as a method in the class to enable students build confidence in others and in them. This will afford the students an opportunity to help one another. Students learn freely and faster from one another. This should be encouraged.
- Parents should consider themselves as an integral part of their children's learning. They should socialize with their children and ensure that children socialize among themselves at home. They should show interest in what their children do in school.
- The community should always make the norms of the community known to her citizens. The community should also make recreational facilities available.
- Every adolescent should be encouraged to do one exercise or the other. They should be encouraged at home to go for games. The school should include in the time table time for sports.

References

- Adeyemi, S.V. (2014). Fostering Academic Resilience. International Mentoring Association. Retrieved from: http://www.mentoringassociation.org/fostering_connect
- Ahmed I. (2008). Adolescent's Pre-Marital Sex: The Need for sex Education. *Journal of Humanities and Social Science*. Bayero University. (6), 1 27-32.
- Akinade, C.T.O. (2010). Improving Standards in Science Education in Nigeria. *Improving Educational Standards in Nigeria: Perspective, Challenges and Strategies*. Nigeria: Institute of Education, Ahmadu Bello University.
- Alao, B.A., (2015) Adolescents and the changing world Blue prints Ltd. Ibadan.
- American Psychological Association. (2014). The Road to Resilience. Retrieved from: <http://www.apa.org/helpcenter/road-resilience.aspx>.
- Anakwe, A.I. (2016) Locus of Control and Adolescents Academic Performance. *Journal of Special Adolescents*. (3), 120 – 125.
- Carison, L., Bassett, G., Buehring, W., Collins, M., Folgah, B., Haffendan,... Whilfield, R(2012). Chicago: Argonne National Laboratory. Retrieved from: <http://www.osti.gov/bridge>.
- Fayombo, G., (2010). The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents. *International Journal of Psychological Students*. 2(2), 105 – 116. <http://www.ccscent.org/ijps>
- Fergus, S., & Zimmerman, M.A. (2005). Adolescents Resilience: A framework for understanding Healthy Development in the Face of Risk. *Annu. Rev. Public Health*: Retrieved From <http://www.arjournals.annualreviews.org>. 26.021304.144357.
- Fournier. G. (2010). Locus of Control. *Psch Central*. Retrieved from: <http://wilderdom.com/psychology/loc/locusofcontrol/Whatls.html>
- Gidado, S.D. (2010). The Role of Human Resource Management in Improving the Standard of Education in Nigeria. *Improving Educational standard in Nigeria: Perspective Challenge and Strategies*. Nigeria: Institute of Education, Ahmadu Bello University
- Kadala, J.T. (2011). The effect of Internet Usage on Academic Performance of students in Tertiary Institutions of Mubi Educational Zone, Adamawa. *Journal of Applied Sciences and Management*. 13, 30 – 35
- Okafor, P.C. (2007). A Case Study: Factors Contributing to the Academic Achievement of Low – socio – economic Status of students in Anambra

- South Country, Anambra state, Nigeria:
New York, St. John University.
- Rowlett, B.P. (2014). Resiliency and Adolescents: Protective Factor From Family and Community. Udini. Retrieved from <http://udini.proquest.com/view/resiliency-and-adolescents-gold:304721829/1/10>.
- Shittu, M.R., A.Y. & Akanle O.B. (2011). Determinants of students Academic Performance in Ido Local Government Area of Oyo State, Nigeria. *Journal of Sociology* 3, (2) 75 – 79.

Assessment of the Participation of Jos Central Prison Inmates in Vocational Training Programmes in Plateau State, Nigeria.

DEBORAH YETUNDE ABIODUN
University of Jos, Nigeria

Abstract. This study examines the participation of Jos Central Prison Inmates in Vocational Training Programmes, Plateau State. The objectives of the study are; to assess factors that determine Jos prison inmate's decision to participate or not to participate in vocational training, the attitude of Jos prison inmates towards vocational training, and establish whether or not socio-economic background is a factor that justify Jos prison inmate's decision to participate in vocational training among others. The population of the study consisted of all the convicted inmates in Jos prison. Cluster sampling technique was used to choose an intact group and used as sample of the study. The instrument adopted to generate data for the study was structured questionnaire titled "Questionnaire for Prison Inmates". Simple percentage was used to analyse the research questions while the hypotheses were tested using chi-square. Findings of the study indicate that participation in vocational training by prison inmates is not determined by their level of prior education. Also, that prison inmates who participate in vocational training perceived the training as beneficial and that inmate's socio-economic background influences their decision to participate in vocational training. Recommendations given are: that prison based-educational programmes should provide incentives for inmates' participation in vocational training, and inmates that are serving less than six months in their sentence length should be provided with vocational skills that can be acquired within a short period of time.

Keywords: Assessment, Prison, Inmates, Prison Education, Vocational Training, Programmes, Participation.

1. Introduction

Today's world education is seen as the best means of emancipating people from abuse, ignorance, unemployment, vulnerability and poverty. In pursuing this noble aim of emancipation, the constitutions of countries are expected to make provision for educating all citizens including prison inmates or so-called 'law breakers'. Education and training for prison inmates is thus currently gaining currency in many democratic countries. In most countries, including Nigeria, prison education is not only seen as a constitutional right but also a foundation stone for rehabilitation The Reformer (2010). In the South African context, it is regarded as common-sense knowledge that much crime committed is motivated by poverty as a result of the lack of relevant skills and knowledge for employment. Prison education therefore seeks to equip prison inmates with knowledge and skills that may assist them to reintegrate into their respective communities and to find employment or create self-employment, and in this way to prevent future crimes. Although prison education may not be the panacea to crime, the general assumption is that once prison inmates are equipped with the basic knowledge and relevant skills most of them could engage in self-employment activities instead of criminal activities. As the saying goes

‘the devil finds work for the idle’. The guiding notion behind prison education is that once prison inmates learn specific skills they are likely to engage in useful socio-economic activities. In the context of prisoners, education is seen as more than the ordinary understanding of socialization or teaching and learning. The meaning of education in the prison context is much wider than this common notion. We can describe this reality as the growth, change or development of a person. When we maintain that we have to discern different contexts and personal growth and change.

Nigeria had witnessed serious crimes over the years. Crime rate in our society is on the astronomical increase. It occurs in every sector of human endeavour, and is perpetrated by young and old, male and female, literate and illiterate, religious and atheists, leaders and followers, government and governed as well as members of the law enforcement agents. Criminal behaviours and delinquency are common occurrence in Nigeria. This high rate of occurrence is of great concern to the society and behaviour modifiers (Enuku 2001). In recent time, recidivism has not only been on the increase in sub-Saharan Africa, but has become a major social problem to the society, governments, multinational humanitarian organisations and the world over Lochner & Moretti (2004).

In Nigeria, the rate at which released inmates return into the prisons (recidivist) few months upon release have attracted the attentions and interest of criminologists, sociologists and scholars from other disciplines. Recidivism is the reversion to criminal acts of an offender who has been subjected to punitive sanctions/acts. There is no consensus of opinion among social science scholars especially criminologists on the significant determinants of recidivism among prisons inmates. Recidivism is now a common phenomenon among inmates in the Nigerian prisons. These include both the male and female offenders/inmates in the Nigerian prison custody. (Enuku 2001) reported that the prevalence rate of criminal recidivism in Nigeria in 2001 was 37.3%. Also, (Obioha 2010) estimated the prevalence of recidivism in Nigeria prisons at 52.4% in 2010. Since then,

there has not been any indication that the trend has declined. This trend in the high prevalence of recidivism shows that in Nigeria and in many other countries globally, prison consensus results have shown high rate of inmates’ release and high rate of inmates’ recidivism. As a result of this, crime by former inmates alone account for a substantial share of current and future crimes. From this background, peace, safety of lives and property are threatened thereby affecting the rate of investment in social and economic growth and developmental advancement.

The role of education and training in prison serve two purposes: increasing opportunities for employment after release, but also most importantly, improving self-esteem and self-confidence to assist in avoiding the negative lifestyle temptation that contributed to the initial incarceration of offenders (Callan & Gardner 2005). As a result of these change in priorities, a greater emphasis has been placed on education opportunities for the prisoners including career placement. Even so participation in education and training remains low with just 35 percent of eligible prisoners in 2009-10 participating accredited in education and training courses (The Reformer 2010). The decision to participate in education and training depends on a number of factors including the length of a prisoner’s sentence, the constraint of sentence management plans, the capacity of education officers, the demand and flexibility of prison jobs and most importantly, the availability of the programme (The Reformer 2010).

This study seeks to assess participation of prison inmates in vocational training in Jos central prison. The study will examine the factors that determine the prison inmate’s decision to participate in vocational education, educational status of prison inmates who participate in vocational training, the relationship between inmate’s participation in vocational training and perception of expected benefits, the age group that participate more in vocational training, socio-economic background of inmates who participate in vocational training and the relationship between inmates length of sentence and participation in vocational training.

2. Statement of the Problem

Participation of prison inmates in vocational training is a matter of concern to behaviour modifiers who would want a successful integration of former prison inmates into society. However, a good number of prison inmates have recidivated in Nigeria over the years. Several studies of recidivism like Callan and Gardner (2005) have systematically compared recidivism rate between prison inmates that participate in vocational training during incarceration and those inmates that did not participate in vocational training during incarceration. These studies claimed that inmates that, participate in vocational training have less chances of reoffending, and those who did not participate in vocational training on the other hand have greater chances of reoffending due to lack of adequate skills and knowledge to survive in a competitive society like Nigeria. For instance, a meta-analysis of studies from five states' corrections departments together with data from the Bureau of Justice Statistics showed lower recidivism rates among offenders who had participated in General Educational Development (GED) and postsecondary education programming as well as vocational education while incarcerated. A West Virginia study showed that inmate who had participated in vocational and General Educational Development (GED) programming had a recidivism rate of 6.71%, while recidivism among inmates who did not participate in educational or vocational training was 26% (Gordon & Weldon 2003). But little attention has been given to some of the factors that determine the inmate's decision to participate or not to participate in vocational training during incarceration. Thus, this study intends to examine some of the factors responsible for inmate's low participation in vocational training in Jos prison.

3. Objectives of the Study

- (i) To determine factors that determine Jos prison inmate's decision to participate or not to participate in vocational training.

- (ii) To determine the attitude of Jos prison inmates towards vocational training.
- (iii) To determine the relationship between inmate's participation in vocational training and perception of expected benefits.
- (iv) To establish whether or not age is a determinant of Jos prison inmate's participation in vocational education.
- (v) To establish whether or not socio-economic background is a factor that justify Jos prison inmate's decision to participate in vocational training.

4. Research Questions

- What is the educational status of prison inmates who participate in vocational training?
- What is the association between inmates' participation in vocational training and perception of expected benefits?
- Which age group participate more in vocational training at Jos central prison?
- Is length of sentence a determinant of Jos prison inmates' participation in vocational training?
- What is the socio-economic background of inmates' who participate in vocational training in Jos central prison?

5. Hypothesis

Ho1: There is no significant association between inmates' prior education and their decision to participate in vocational training during incarceration.

Ho2: There is no significant association between inmates' participation in vocational training and perception of expected benefits.

Ho3: There is no significant association between age and inmates' participation in vocational training in Jos prison.

Ho4: There is no significant association between inmates' length of sentence and inmates' decision to participate effectively in vocational training.

Ho 5: There is no significant association between inmates' socio-economic background and their decision to participate in vocational training.

6. Methodology

Descriptive case study was used by the researcher to investigate the participation of prison inmates in vocational training in Jos central prison Plateau state, Nigeria. The researcher used a case study design because of its descriptive and explanatory nature. The design entails seeking information from a group about issues, events and relationship within that group. All of the Jos prison convicted inmates both male and female participants and non-participants of vocational training constituted the population of the study. The entire population as at the time of this study constituted a total number of two hundred and sixty (260) convicted inmates, from which the researcher collected data from both participants and non-participants of vocational training numbering 65 in all. A structured questionnaire with 22-item related to the purpose of the study was used. The instrument used for data collection was called

“Questionnaire for prison Inmate”. The procedure for the instrument development was centered on a design which comprises of two sections. The first section contains the personal data of the respondent involving four (4) items while the second section deals with issues relating to relevant information about the problem under assessment with 18 items each with four (4) response scales which ranges from agree (A), strongly agree (SA), disagree (D), strongly disagree (SD). In analyzing the data obtained from the field survey, descriptive and inferential statistics which include the sample percentage (%) and chi-square (χ^2) respectively were used. The instruments were validated by experts in the Unit of Test and Measurement, Department of Educational Foundations, University of Jos. The reliability of the appropriate instrument was obtained through a split half test method. The researcher tested the instrument on some respondents outside the sample. The reliability coefficient of the instrument was .67 (Questionnaire for prison Inmate). Based on this index the instrument was found reliable for the study.

7. Results

Research Question One: What is the educational status of prison inmates who participate in vocational training?

TABLE 1: EDUCATIONAL STATUS OF PRISON INMATES WHO PARTICIPATE IN VOCATIONAL TRAINING

Educational Status	Frequency		Percentage	
	Participate	Not participate	Participate	Not participate
Primary	6	4	9.23%	6.15%
Secondary	24	14	36.92%	21.54%
Diploma	8	4	12.31%	6.15%
Degree	3	2	4.62%	3.08%
M.Ed	0	0	0	0
Ph.D	0	0	0	0
Total	41	24	63.08%	36.92%

Source: Field Survey, 2017

The table shows that qualification of prison inmates who participate in vocational training range from primary education to graduates with degree, but those with secondary school certificate are the highest participants.

Research Question Two: What is the association between inmates' participation in vocational training and perception of expected benefits?

TABLE 2: ASSOCIATION BETWEEN INMATES PARTICIPATION IN VOCATIONAL TRAINING AND PERCEPTION OF EXPECTED BENEFITS.

Participation in vocational Training	Frequency		Percentage	
	Perception of negative	Expected benefit Positive	Negative	Positive
Participate	0	41	0%	63.08%
Not participate	21	3	32.31%	4.61%
Total	21	44	32.31%	67.69%

Source: Field Survey, 2017

The table shows that inmates who participate in vocational training perceived the benefit as positive while those who do not perceived the benefits as negative.

Research Question Three: Which age group participate more in vocational training at Jos prison?

TABLE 3: ASSOCIATION BETWEEN AGE AND INMATES PARTICIPATION IN VOCATIONAL TRAINING

AGE	Frequency		Percentage	
	Participate	Not participate	Participate	not participate
18-25	9	8	13.85%	12.31%
26-35	13	11	20%	16.92%
36-45	10	4	15.38%	6.15%
46-55	8	1	12.31%	1.54%
56-above	1	0	1.54%	0%
Total	41	24	63.08	36.92%

Source: Field Survey, 2017

The table shows that the participation cut across all the age groups identified. This means inmates no matter their age groups have tendency of participating in vocational training.

Research Question Four: Is length of sentence a determinant of Jos prison inmate's participation in vocational training?

TABLE 4: THE ASSOCIATION BETWEEN LENGTH OF SENTENCE AND PRISON INMATES PARTICIPATION IN VOCATIONAL TRAINING

Length of Sentence	Frequency		Percentage	
	Participate	Not participate	Participate	Not participate
Less than six months	0	18	0%	27.69%
Short	25	4	38.46%	6.15%
Long	16	2	24.62%	3.08%
Total	41	24	63.08%	36.92%

Source: Field Survey, 2017

The table shows that inmates who participate in vocational training are serving short and long sentence terms with the highest number of participants serving short terms, while those serving less than six months do not participate.

Research Question Five: What is the socio-economic background of inmates who participate in vocational training in Jos central prison?

TABLE 5: THE ASSOCIATION BETWEEN INMATES SOCIO-ECONOMIC BACKGROUND AND THEIR DECISION TO PARTICIPATE IN VOCATIONAL TRAINING.

Socio- economic Background	Frequency		Percentage	
	Participate	Not participate	Participate	Not participate
Low	22	13	33.85%	20%
Middle	18	9	27.69%	13.85%
High	1	2	1.54%	3.07%
Total	41	24	63.08%	36.92%

Source: Field Survey, 2017

The table shows that socio- economic background of inmates who participate in vocational training range from low to high with the highest number of participants from low income background.

Hypothesis Testing

The researcher used the results obtained from the sample to test her null hypotheses in order to either retain or reject them.

Ho1: There is no significant association between inmates' prior education and their decision to participate in vocational training.

Level of significance $\alpha = .05$

CONTINGENCY TABLE ONE

Educational Status	Frequency		TOTAL
	Participate	Not participate	
Primary	6	4	10
Secondary	24	14	38
Diploma	8	4	12
Degree	3	2	5
M.Ed	0	0	0
Ph.D	0	0	0
Total	41	24	65

Chi-Square (X^2) value = 1.1266

Degree of freedom = 5

Critical value at .05 = 11.070

The data in above table shows that the calculated X^2 (1.1266) is less than the critical X^2 (11.070) for $df= 5$ at $\alpha = .05$ level. The H_0 is therefore accepted and it is concluded that there is no significance association between inmate's prior education and their decision to participate in vocational training.

Ho2: There is no significant association between inmates' participation in vocational training and perception of expected benefits.

Level of significance $\alpha = .05$

CONTINGENCY TABLE TWO

Participation in vocational Training	Frequency		TOTAL
	Perception Negative	of Expected Benefit Positive	
Participate	0	41	41
Not participate	21	3	24
Total	41	44	65

Chi-square (X^2) value = 53.05

Degree of freedom = 1

Critical value at .05=3.841

The data in above table shows that the calculated X^2 (55.05) is greater than the critical value (3.841) for $df= 1$ at $\alpha = .05$ level. The H_0 is therefore rejected and it is concluded that, there is a significant association between inmates' participation in vocational training and perception of expected benefits.

Ho3: There is no significant association between age and inmates' participation in vocational training in Jos Prison

Level of significance $\alpha = 0.5$

CONTINGENCY TABLE THREE

Age	Frequency		Total
	Participate	Not participate	
18-25	9	8	17
26-35	13	11	24
26-45	10	4	14
46-55	8	1	9
56- above	1	0	1
Total	41	24	65

Chi-square (X^2) value = 5.16

Degree of freedom = 4

Critical value at .05=9.488

The above data shows that the calculated X^2 (5.16) is less than the critical value (9.488) for $df = 4$ at $\alpha = .05$ level. The H_0 is therefore upheld and it is concluded that, there is no significant association between age and inmates' participation in vocational training in Jos prison.

Ho4: There is no significant association between length of sentence and inmates' decision to participate in vocational training.

Level of significance $\alpha = .05$

CONTINGENCY TABLE FOUR

Length of sentences	Frequency		Total
	Participate	Not participate	
Less than six months	0	18	18
Short	25	4	29
Long	16	2	18
Total	41	24	65

Chi- square (X^2) value = 46.78

Degree of freedom =2

Critical value at .05 = 5.991

The above data shows that the calculated X^2 (46.78) is greater than the critical value (5.991) for $df=2$ $\alpha = .05$ level. The H_0 is therefore rejected and it is concluded that there is a significant association between inmates' length of sentence and inmate decision to participate in vocational training.

Ho5: There is no significant association between inmate's socio- economic background and their decision to participate in vocational training.

Level of significance $\alpha = .05$

CONTINGENCY TABLE FIVE

Socio- economic background	Frequency		Total
	Participate	Not participate	
Low	22	13	35
Middle	18	9	27
High	1	2	3
Total	41	24	65

Chi-square (X^2) value = 1.283

Degree of freedom = 2

Critical value at .05 = 5.991

The above data shows that the calculated X^2 (1.283) is less than the critical X^2 (5.991) for $df=2$ $\alpha=.05$ level. The H_0 is therefore upheld and it is concluded that, there is no significant association between inmate's socio- economic background and their decision to participate in vocational training.

8. Major Findings

Based on analysis and discussion of the results of the study, the following emerge as the significant findings:

- There is no significant association between inmates' prior education and their decision to participate in vocational training.
- There is a significant association between inmates' participation in vocational training and their perception of expected benefits.
- There is no significant association between age and inmates' participation in vocational training in Jos prison.
- There is a significant association between inmates' length of sentence and inmates' decision to participate effectively in vocational training.
- There is no significant association between inmates' socio-economic backgrounds and their decision to participate in vocational training.

9. Discussion of Results

Results for testing hypothesis one shows that there is no significant association between inmates' prior education and their participation in vocational training. The study shows that the qualification of inmates who participate in vocational training in Jos prison range from primary education through degree, but those with secondary school certificates were the highest participants. Again, results for testing hypothesis two show that, there a significant association between inmate's participation in vocational training and perception of expected benefits. With regards to the value inmates place on outcomes of vocational training, inmates who participates in vocational training in Jos central prison perceived the expected benefits of

learning vocational skills positively, why those who do not have a negative perception of the expected benefits. This suggests that inmate's propensity to participate in vocational training is their intention to have a smooth re-entry upon release and also to start a new job. In addition, the results for testing hypothesis three shows that there is no significant association between age and inmates' participation in vocational training in Jos central prison. However, the results show that there is no age restriction to inmates' participation in vocational training in Jos central prison, but inmates within younger age groups participated more than inmates in older age groups. Furthermore, results for testing hypothesis four shows that there is a significant association between inmate's length of sentence and their decision to participate effectively in vocational training. The study shows that inmates with short and long sentence length participate in vocational training, while those serving less than six months do not participate. Sentence length may be important not only to the vocational choices prisoners may make during their incarceration but also to their employability after release. Lastly, results for testing hypothesis five shows that there is no significant association between inmates' socio-economic background and their decision to participate in vocational training. This study discovered that the majority of the inmates were involved in low income employment prior to their incarceration, while majority of them reported to have low levels of educational attainment all of which impact on their ability to obtain and maintain employment upon release. Unemployment can be compounded by prisoners having a criminal record and/or having a stigma attached to having been in prison because employment has a significant impact on the inmates' ability to connect with the society.

10. Conclusion

From the findings of this study, it can be concluded that:

- Participation in vocational training by prison inmates is not determined by their level of prior education.
- Prison inmates who participate in vocational training perceived the training as beneficial.
- Age is not an eligibility criterion for participating in vocational training in Jos central prison.
- Inmates' sentence term has effect on their participation in vocational training, inmate's with short prison term participate more than those with long term, while those serving less than six months in their sentence term do not participate.
- Inmates socio-economic background influences their decision to participate in vocational training. Inmates from low socio-economic background participate more than those from middle socio-economic and high socio-economic background.

11. Recommendations

For the inmates to have a smooth re-entry to the society and securing employment upon release, the prison authorities should provide vocational skills that are in trend and marketable such as laptops, mobile phone, apple and iPods' repairs, beads making, soap and cream making, tie and dye, fashionable slippers and the likes depending on societal demands.

Correctional authorities should provide vocational training that will lead to certification so that inmates upon release can apply at industries that required certain qualification for employment.

Participation in vocational training should be mandatory in that the inmates are required to participate so that the set out objectives of vocational training can be attained.

Prison based-educational programmes should provide incentive for inmate's participation in vocational training, such as to earn work release credits equal to one day off from their sentence for each day in the programme (commonly referred to as day for day). While these credits

provide some incentives to participate in vocational training, other incentive could include greater sentence reduction.

Inmates that are serving less than six months in their sentence length should be provided with vocational skills that can be acquired within a short period of time such as beads making, soap making and mobile phone repairs.

References

- Batchelder, J. & Pippert, J. (2002). "Hard Time or Idle Time: Factors Affecting Inmate Choices between Participation in Prison Work and Education Programs. The Prison Journal, Vol. 82 (2), 269-280.
- Callan, V. And Gardner, J. (2005) 'Vocational Education and Training Provision and Recidivism in Queensland Correctional Institutions' National Centre for Vocational Education Research
- Enuku, U. (2001). Humanizing the Nigerian Prisons through Literacy Education: Echoes from afar. *Journal of Institute of Correctional Education*. Volume 52 (1).
- Gordon, H.R.D. & Weldon, B. (2003). The Impact of Career and Technical Education Programs on Adult Offenders: Learning behind bars. *Journal of Correctional Education* 54 (4), 200-209.
- Lochner, L. & Moretti, E. (2004). The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports, *American Economic Review*, Vol. 94 (1), 155-189.
- Obioha, E. (2010) Challenges and reforms in the Nigerian Prisons System. *Journal of Social Science* 27(2) 95 – 109.
- The Reformer, (2010). A Bulletin of the Prisons Service Nigeria: Changing the face of Deviance. Volume 3 (5). January-March 2010.

Primary School Teachers' Attitudes towards Inclusive Education for Learners with Visual Impairment in Jos South, Plateau State, Nigeria

ELIZABETH AUNDU UGO, SYLVESTER MWANDAR YAKWAL
University of Jos, Nigeria

Abstract. The study examined primary school teachers' attitudes towards inclusive education for learners with visual impairment in Jos South, Plateau state. One research question and one hypothesis were formulated to guide the study. The study adopted a survey research design with data obtained from respondents (n=150) using a researcher constructed Attitude towards Inclusive Education Scale (ATIES). One expert from the Department of Psychology and two experts each from the Departments of Educational Foundations and Special Education and Rehabilitation Sciences of the University of Jos respectively subjected the instrument to content validity. The test re-test method was utilized to determine the reliability of the instrument (reliability index= 0.75) using the Cronbach's alpha reliability statistics. Data collected were examined for accuracy of entry and missing data after which they were analyzed using both descriptive and inferential statistics. Frequency count of opinions of teachers regarding inclusive education for learners with visual impairment was obtained using percentage, mean and standard deviation as well as z-scores to determine attitude direction. Based on results of the analysis, the study concluded that primary school teachers' attitudes towards inclusive education for learners with visual impairment were negative. Recommendations were made to alleviate the situation as it was obtained in the area of study.

Keywords: Primary school, Teachers' attitudes, Inclusive education, Learners with Visual impairment, Plateau state

1. Introduction:

The reduced function of the eye constitutes what is generally referred to as visual impairment and is measured by specific visual tests such as those for visual acuity, visual field, colour vision and near vision. According to Sykes and Ozoji (1992), visual impairment results in visual disability seen as the reduced abilities of an individual in tasks such as reading, orientation and mobility as well as the performance of daily living skills. Persons in whom the sense of vision is defective could range from ability to see a little to total blindness. Such persons, according to Ozoji (2003), are visually handicapped when they encounter difficulties that prevent them from total integration and inclusion into the society.

Vision is, no doubt, a person's primary mode of gaining information about the environment in which he or she exists and it is generally believed that over half of the information we receive about our world is obtained through vision. Visual impairment can therefore interfere with, among other skills, the development of learning, mobility, social growth and adjustment. As posited by Sykes and Ozoji (1992) it is for this reason learners with visual impairment are known to present unique

educational needs which cut across other need areas including concept development, improving listening skills and developing study and research skills. Yakwal (2016), posits that apart from needing to be taught alternative ways to read and write, learners with visual impairment require training to use any residual vision to the fullest extent possible. Vision plays a critical role in educational settings and other settings generally and visual impairment which is severe enough to interfere with progress in normal educational programmes is considered a visual handicap. The UN Convention on the Rights of the Child (1989), which is a legally binding instrument that has been signed by practically all the countries of the world, emphatically states that primary education should be compulsory and available free of charge to all. The Jomtien World Declaration on Education for All (1990), on its own part, claimed that educational disparities existed and that many different groups were vulnerable to discrimination and exclusion. For this reason, it emphatically directed that steps be taken to provide equal access to education to every category of persons with disabilities including those living with visual impairment to serve as an integral part of the education system. Inclusive education, as Stubbs (2002) puts it, is not only about the inclusion of people with disabilities but has particular challenges and opportunities for mainstream educational policy and practice.

Learners with disabilities traditionally received their educational programmes in specialized classrooms or special schools designed for them. This was based on the assumption that teachers in general education did not have the skills necessary to meet the needs of all children representing different learning needs. According to Smith, Polloway, Patton and Dowdy (2001), the result was the removal of children with disabilities from the general education environment to an education provided by specialists. In the special education classroom approach, children with disabilities received most of their educational programmes from a special education teacher specifically trained to serve the population of children with various kinds of disabilities.

The concept of inclusion has a values orientation based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighbourhood peers, siblings and friends (Smith, Polloway, Patton & Dowdy, 2001). Therefore, inclusion can be taken to mean that:

- every child should be included in a regular classroom to the optimum extent appropriate to the needs of that child while preserving the placements and services that special education can provide;
- the education of children with disabilities is viewed by all educators as a shared responsibility and privilege;
- there is a commitment to include all children with disabilities in every facet of school and
- every child must have a place and be welcomed in a regular classroom (Smith, 1995).

Inclusive education is an educational arrangement in which all learners (including those with visual impairments) are expected to have opportunity for learning together in inclusive schools. Rieser (2005) posits that it is based on the philosophical belief that all learners, with or without disabilities, have a right to be educated together in age appropriate class groups in regular classrooms of community schools. This implies that learners with visual impairment should be fully included in all classroom activities in any of the three forms of inclusive education practice – pull in pull out, self-contained class or full inclusion.

In the light of current practice that more programmes are becoming inclusive, teachers need to be facilitators in the classroom to provide the desired active learning environment that is appropriate for each learner. However, some factors that can affect teachers' behavior in their classrooms and subsequently impact on the inclusive environment include teachers' positive attitudes towards inclusion (Mashiya, 2003). There is need to determine the level of preparedness of school teachers in terms of attitudes towards the provision of educational services for learners with visual impairment. It is

in view of this that the study was concerned with primary school teachers' attitudes towards inclusive education for learners with visual impairment in Jos south, Plateau state.

2. Statement of the Problem

Inclusive education, according to the Salamanca Statement and Framework for Action (1994), is the most realistic form of educational provisions for children with special needs. Emphasizing those children with disabilities should attend neighborhood schools, it advocated the acceptance of the position that primary school teachers accept to teach learners with visual impairment in their classrooms as the norm (Ozaji, 2008). The implementation of the Universal Basic Education (UBE) programme by the Federal government was as a result of the Dakar Framework for Action (Education for All, 2000) which states that educational disparities existed and that many different particular groups were vulnerable to discrimination and exclusion. This framework for action actively committed nations to improving all aspects of the quality of education and ensuring excellence so that learning outcomes are achieved by all learners including those with visual impairment.

It appears that in considering the philosophy of inclusive education for children with special needs in Nigeria, primary school teachers prefer inclusion to special school arrangements for learners with visual impairments; that school teachers are readily in favour of equal educational opportunities for learners with visual impairments and that they have recognized and wholeheartedly accepted the growing evidence in favour of inclusive education for such learners. Ozaji, Unachukwu and Kolo (2016) posits that inclusive education has been conceived on the basis of more overarching purposes and relevance. According to them, the purposes and relevance of inclusive education are to, among others, ensure access to education in the most suitable and less discriminatory learning environments as well as ensuring the provisions of appropriate, commensurate and functional education within professionally recognized best practices. There have been speculations that teachers were generally ready to accept children with disabilities into their

classes, take responsibility for such children and help them adjust to the school environment (Ozaji, 1984). This, according to Yakwal (2016), does not seem to be the real picture in Nigeria because different attitudes are exhibited by primary school teachers towards inclusive education for such learners with visual impairment and this range from positive, negative to ambivalent. This scenario prompted the interest in the effort to determine primary school teachers' attitudes towards inclusive education for learners with visual impairment in the area of study.

3. Purpose of the Study

The purpose of the study was to determine the direction of primary school teachers attitudes towards inclusive education for learners with visual impairments in Jos south, Plateau state.

4. Research question:

What is the direction of primary school teachers' attitude towards inclusive education for learners with visual impairments in Plateau state?

5. Method and Procedure

The data answering the research question was obtained from the researcher constructed Attitude towards Inclusive Education Scale (ATIES). Attitude towards Inclusive Education Scale (Yakwal's ATIES) is a twenty item attitude measurement scale developed by the researcher, preceded by a section that sought personological information from respondents. It had 4-point modified Likert type scale designed to obtain the attitude direction of respondents (n=150) towards inclusive education for learners with visual impairment. The data collected from the field were examined for accuracy of data entry and missing data after which they were analyzed using both descriptive and inferential statistics. Frequency count of opinions of teachers regarding inclusive education for learners with visual impairment was obtained using percentage, mean and standard deviation as well as z-scores computed to determine attitude direction.

6. Results:

Standard Deviation Points: Attitude towards Inclusive Education ATIE (n=150) for both Respondents in Plateau state

ATIE (Mean)	Standard Deviation (SD)	Z	SD Units	No. of Respondents	Attitude Direction
57.64	6.420	-3	40 - 45	3 (2%)	Negative
		-2	46 - 51	25 (17%)	Negative
		-1	52 - 57	52 (35%)	Neutral
		+1	58 - 63	40 (27%)	Neutral
		+2	64 - 69	23 (15%)	Positive
		+3	70 - 75	7 (5%)	Positive
Total				150	

Findings of the study revealed the standard deviation points of ATIES which measured the attitude direction of primary school teachers towards inclusive education for learners with visual impairment. Only 30 representing 20% of the total number of respondents (n=150) showed positive attitude towards Inclusive Education, 28 representing 18.67% showed negative attitude while 92 representing 61.33% showed ambivalent attitude towards inclusive Education. This could be attributed to the number of responses classified as neutral which indicate a lack of commitment to the acceptability of inclusive education as a novel development in the education of all learners irrespective of their special needs and challenges. Based on the analysis, the attitude direction of teachers towards inclusive education for learners with visual impairment in Jos south, Plateau State cannot be said to be conclusively positive. The finding is in line with the results reported by Mushoriwa (2001) who revealed that in Zimbabwe, teachers had a negative attitude towards inclusion of learners with visual impairment. It also agreed with the findings by Barnartt and Kabzems (1992) who found that the levels of acceptance of the integration of learners with special educational needs were low. Similarly, Bothma, Gravett and Swart (2000) reported that teachers felt learners with special educational needs would be best served in separate educational facilities like special schools or special classes rather than taking them into the mainstream. However, this finding, even though corroborating some previous reports (Barnartt & Kabzems, 1992; Bothma, Gravett & Swart, 2000 & Mushoriwa,

2001) on the fact that primary school teachers' attitude towards inclusive education for learners with visual impairment were negative, it contradicted the finding by Avramidis and Burden (2000) who revealed that teachers involved in the implementation of inclusive programmes showed more positive attitudes. It however broadly upholds Ozoji's (2008) argument that such results may be interpreted to mean a minimal positive attitude direction towards persons with visual impairment. The findings can therefore be said to agree with the resultant general trend that may be interpreted to mean a negative attitude direction towards inclusive education in Jos south, Plateau State, Nigeria.

7. Implications

Inclusive education is an educational arrangement in which all learners including those with visual impairment are placed together in same class environments for the purpose of instruction. Are primary school teachers adequately disposed towards accepting learners with visual impairment in their classrooms? The study looked at the attitude direction of primary school teachers towards inclusive education for learners with visual impairment. The implication is that attitudes determine how teachers respond to the presence of learners with visual impairment in their classrooms which in turn affects how well they can teach such learners.

8. Recommendation

Attitudes could be positive, negative or ambivalent views of an “attitude object” (person, behavior or event). Thus people form likes and dislikes towards any situation as a result of information or misinformation about such an “attitude object” obtained from other sources. There is need to investigate into pre-requisite skills that are often lacking in teachers thereby leading to having difficulties and unfavourable attitudes towards inclusive education and learners with disabilities. Because primary school teachers’ attitudes towards inclusive education for learners with visual impairment appear to be negative in Plateau state, Nigeria, there is need for a strategy to be put in place to change this for the betterment of the society.

9. Conclusion

Primary school teachers’ attitudes towards inclusive education for learners with visual impairment in Plateau state can be construed as negative. This is because the number of responses classified as neutral could indeed indicate a lack of commitment to the acceptability of inclusive education as a novel development in the education of learners with visual impairment. Based on the outcome of the study, far reaching suggestions has been made to correct what could be regarded as an anomaly in our effort to provide adequate educational services for learners with visual impairment generally.

References

- Avramidis, E., Bayliss, P. & Burden, R. (2000). A Survey into Mainstream Teachers’ Attitudes towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority. *Journal of Educational Psychology*, 20, 2, 191-215.
- Barnartt, S. N. & Kabzems, V. (1992). Zimbabwean Teachers’ Attitudes towards the Integration of Pupils with Disabilities into Regular Classrooms. *International Journal of Disability, Development and Education*. 39 (2), 135-146.
- Bothma, M., Gravett, S. & Swart, E. (2000). Attitudes of Primary School Teachers toward Inclusive Education. *South African Journal of Education*, 20, 3, 200-204.
- Mashiya, J. N. (2003). Educator’s Attitudes towards Inclusive Education. Unpublished M.Ed Thesis, University of Zululand.
- Mushoriwa, T. (2001). A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes. *British Journal of Special Education*. 28 (3): 142-147.
- Ozoji, E. D. (1984). Teacher awareness of special education concepts and preference for mainstreaming. Unpublished M. Ed. Thesis, University of Jos.
- Ozoji, E. D. (2003). Special education for beginner professionals (2nd ed.). Jos: Dekka Publications.
- Ozoji, E. D. (2008). Psychology of attitudes towards the disabled: The Nigerian perspective. Jos: Department of Special Education, University of Jos.
- Ozoji, E. D., Unachukwu, G. C., & Kolo, I. A. (2016). Modern trends and practices in special education. Lagos: Foremost Education Services Ltd.
- Rieser, R. (2005). Implementing inclusive education. From richardrieser@world of inclusion.com on 24/10/2015.
- Stubbs, S. (2002). Inclusive education: Where there are few resources. Oslo: The Atlas Alliance.
- Smith, J. D. (1995). Inclusive school environments and students with disabilities in South Carolina: The issues, the status, the needs. *Occasional Papers*, 1-5.
- Smith, T. E. C., Polloway, E. A., Patton, J. R. & Dowdy, C. A. (2001). Teaching students with special needs in inclusive settings. Boston: Allyn & Bacon.
- Sykes, K. C. & Ozoji, E. D. (1992). Teaching blind and low vision children. Zaria: Ahmadu Bello University Press.
- UNESCO (1994). Salamanka statement and framework for action. Author.

Yakwal, S. M. (2016). Effects of Persuasive Communication Programme on Primary School Teachers' Attitudes towards Inclusive Education and Learners with Visual Impairment in Jos South, Plateau State, Nigeria. Unpublished Ph.D Thesis: University of Jos, Nigeria

Part Four

Educational Administration

Ensuring Value Reorientation through Effective Leadership in Nigerian Primary Schools

STEPHEN DANIEL TAFIYA, NANDAP JANKUR, ISAH UMMI
University of Jos, Nigeria

Abstract. This paper examined effective leadership for ensuring value reorientation in primary school in Nigeria. In the course of discussion, the national education goals of Nigeria and the Important of Leadership in Ensuring Value orientation in school highlighted. The paper also talked about value reorientation, effective leadership in primary schools and made recommendations for improving leadership behaviour in the schools

Keywords: Value reorientation, effective leadership , primary schools and Nigeria

1. Introduction

The main aim of education is to socialize, transmit knowledge and skills and prepare the learner for adult roles, responsibilities and placement in the society (Damle, 1969, in Abama, Oadipo & Gyang, 2016). The formal method of socializing learners in the school system is by educational process, through the classroom. This has made the school the only formal institution with procedure through which socialization and internalization of norms and values of the society are transmitted. The importance of school cannot be over emphasized as learners imbibed with norms and values becoming capable of creating an individual identity for themselves and the society. Consequently, to achieve these objectives, there must be an effective leadership. It is pertinent to

note that the success or failure of a school system depends largely on the leadership. Leadership is the art of persuading and influencing people in an organization (Stuch, 2004). Amadi (1989) and Zwachir (2010) view leadership as the ability of an individual to influence the behaviour of others positively, they belief that leading is to motivate followers to utilize available resources to maximize productivity. Federal Government of Nigeria (FGN) (2011) believes that effective leader of the school is one who has a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, friendliness and originality in problem solving. The main goals of education in Nigeria as stipulated in the Nation Policy on Education (2013) are as follows:

- The inculcation of national consciousness and national unity
- The inculcation of the right type of value and attitude for the survival of the individual and the Nigerian society,
- The training of the mind in understanding of the world around,
- The acquisition of appropriate skills, the development of mental, physical and social abilities and competencies as equipment for individual to live in and contribute to the development of the society.

These main goals are meant to enhance the achievement of sustainable national

development. However, Nigeria society today is faced with pervasive anti-social pattern of behaviour. This has led to social vices and ethical challenges such as indiscipline, insecurity, high rate of unemployment, crisis and corruption pervading across all the sectors of the country. In this regard, the prevalence of such pervasive situation in the primary school will demand for value reorientation. The need for ensuring value reorientation through leadership in primary school is the concern this paper.

2. Value Reorientation

Value according to Bolarin (2007) is the worth, merit, or esteem given to a person or an object or an idea. This implies that value influence peoples' behaviour and serves as a yardstick for evaluating the action of the people in the society. In the same view, Noah (2003) in Okolo (2011) belief that value are the building blocks of the society and that values are beliefs or idea which people consider acceptable for national development. Values are deep seated beliefs that influence people's actions and the rules by which they make decisions within their society. Values determine attitudes which in turn influence behaviour. It has been documented that value ascription is a motive force that drives positive achievement. It is therefore essential that every individual, group and indeed the entire nation must have core values which serve as the driving engines of development, growth and progress (Otive, 2013).

Section 23 of the Nigerian constitution (1999) provides that the national ethics shall be discipline, integrity, dignity of labour, social justice, religious tolerance and patriotism. However, the lived experience of Nigerians is quite different from the constitutional provisions on ethics and values for the country. There is a lot of indiscipline in every facet of life in the country. Integrity is no longer cherished by many people. The get rich quick syndrome and pursuit of easy money has reduced the dignity of labour. There is high level of religious intolerance and the love for the country is waning. Many Nigerians have no respect for our institutions and national symbols. There is therefore a great need for value re-orientation.

The National Economic Empowerment and Development Strategy (NEEDS) (2004) recognized this need and value re-orientation was one of the four key strategies of the development strategy. The approach was to "lead a campaign to re -instill the virtues of honesty, hard work, selfless service, moral rectitude, and patriotism." Unfortunately, throughout the period of the NEEDS, very little was done to actualize the campaign. Value re-orientation is a re-assessment, take a look again and put something back on course because it has gone off -course. Education has gone off -course in Nigeria and the values expected from it, lost. There is therefore the need to redeem education in Nigeria through value re-orientation in the system now. Re-orientation is to bring back the lost values in the school system of education in Nigeria (Magaji, 2014)

3. The Important of Leadership in Ensuring Value Orientation

Generally there is no common or single definition of the term 'leadership', much depend on who is defining it and the perspective for which it is defined. According to Northouse (2004) leadership is the ability to head and guide the individual in the organization and to coordinate their input towards goal achievement. The implication is that leader must possess distinctive qualities to be able to operate and lead others to willingly accept responsibilities in order to achieve the organizational goals.

In brief, leadership is an integral part of organization management and plays an indispensable role in the operation of the organization. Leadership exists at various levels of endeavour. These include : the family, the community, the church, amongst animals, organization, nation, and countries, regions, continents and even the world at large (Oke, 2008). From the foregoing one can say leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Leadership is geared towards achievement of goals and the main task of the leader is to ensure

that human potentials are appropriately utilized and motivated to yield the desired results. Leaders guide and maintain in the school system, the leader (school head) should be able to apply and manipulate these elements and the principles to achieve success in creating awareness of value reorientation. A part from curriculum implementation

4. Effective Leadership in School

Education serves a respective role in the developmental strategy in sustainable national development of every country. In meeting this demand, the national educational goals are predetermined towards actualizing the national goals. However, our value system is not recognized in our society, which schools are not accepted. There is increase rate of corruption, people indiscipline, dishonesty, lack of accountability and insecurity pervading our primary school. Leadership in school is seen as the strategy or the total process through which appropriate human and materials resources are used towards the attainment of the set goals of the school (Gyang 2009). The function of the leader in the school is that of educational administrator. Udoh and Akpa (2007), defined education administration as the process concerned with using methods, principles and practice to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives. The combine effort of the school administrator, the teachers, the learners and the society are involved in school administration.

The task of leadership in school is to develop strategies identifying what need to be done and how to do them. Designing of a formal structure which allows flow of responsibility and communication, it provides for decision making and division of labour according to human and material resources, the stimulation and motivation of workers their duties with efficiency, the coordination of activities of the various group within the school and the evaluation of the progress and achievement of school (Eden, 2006).

One major function of the school leadership is the process of feeding and learning towards

achieving the objectives. Therefore the leadership ensures that there is effective of adequate instructional materials. And has a responsibility of satisfying the staff needs which are not necessary related to the school goals.

The duties of the school leader are numerous. These could be seen as management procedures. Agbonifoh (2005) defined management relate to people or subordinates who need to be led or guide, whose behavior need to be coordinated and channeled and whose performances need to be measured, appraised controlled and rewarded. Leadership in school simple involves formulating policies, identifying procedures and seeking for the best method in running the affair of the school towards the achievement of educational goals.

Mang (2005) believes that an effective leader add values to the resources of the school, is a prime mover, resource expert, a change agent and an essential link between the staff, pupils and the community. He also energizes staff, built a committed and cohesive work group and promotes satisfaction of subordinates needs. No one will doubt the fact that all these qualities require creativity, imitative and innovative ideas. Since value reorientation involves positive way of doing things, attitude, behavior that is accepted and required in the society for national development. The leader school leader should be an example and train teachers and pupils to be self-decision makers, self-discipline and self-problem solver, and in turn teacher, bring up their pupils in the same manner it can be seen that it is not easy to be school leader. The school leader has to be person of discipline, positive value, and originator of suggestions, decision and idea as a person who guide and Orientale other. Thus makes him an effective leader.

5. Recommendations

In view of what has been discussed in this paper on ensuring value reorientation in Primary School, the researchers made the following recommendations that should be implemented to improve value reorientation in Primary Schools.

Federal government and educational planning should strengthen and encourage the teaching of

discipline primary schools by incorporating civic education

National Orientation Agency should further step down their awareness campaign on value to benefit both the teachers, leaders and the pupils in primary school

School guidance and counselor should include cultural and moral values, self-discipline in teaching and guiding pupils in their various schools

The school leader should always emphasis on children discipline and result of negative behaviour to parents during Parent Teachers Association Meeting.

6. Conclusion

School aims at socializing and transmitting the knowledge, skills and national values of the country for sustainable national development and transformation. To achieve this, the role of school leadership becomes imperative and necessary. Leaders assume the responsibility of administration and therefore manages the behaviour and of the school system.

References

- Agbonifoh, B.A. (2005). The Nature and Purpose of Management. A.B. Agbadudu & F.I.O Iyayi (EDS).*Management: A Nigerian Perspective* (PP 160-171). Lagos Malhouse Press Limited
- Abama, E.A, Oladipo, S.D & Gyang, T.S.(20016). *Leadership in Education: Theory and Practice*, Jos, Satohgraphics Press Limited
- Amadi, R.N. (1989). Education for Leadership Effectiveness: Key factor in the Construction of Nigerian Society. In N.A. Nwawu, S.O. Igwa, N. M Ozurumba & C.E. Okonkwo (eds) *Education for Self-reliance and National Development: Owerri NAEAP and Alvan Ikoku College of Education*.
- Bolrin, T. A. (2007). Education as Agents of Value Clarification. *Journal of Nigerian Academic Education*
- Damle, Y. B (1969). The School and College as a Social System. *Harvard Educational Review*, (29), 251-280
- Eden, D.A. (2006). *Introduction to Education Administration in Nigeria*, Ibadan: Spectrum Limited
- Federal Government of Nigeria (2004). *National Policy on Education*. Abuja. NERDC
- Federal Government of Nigeria (2011). *Developing Headteachers Skills For Effective School Management: MDGs Capacity Building of Head teachers NIFEPANigeria, Ondo State*
- Federal Republic of Nigeria (FRN 1999). *Constitution of the Federal Republic of Nigeria*
- Gyang, T.S. (2009). Conflict Management in Secondary Administration. *A Journal of the Department of Arts and Social Science Education*. 4(1), 107-117
- Huit, W (2003). Important Value for School Age Children and Youth: A Preliminary Report Valdosta G. A: Valdosta State University. Retrieved from <http://chroo.valostaedu/whit/brirstart/valu estrport.html>
- Ivowi,U.M.O. (2009). Science Education as Bedrock for National Development. In Ivowi U.M.O. (Ed) *Education for Value*. Lagos: Foremost Education Service Ltd
- Magaji, S. (2014). Value Re-Orientation in Secondary School Education in Nigeria: Knowledge Review, 29(1) [www.globalacademicgroup.com/journal/s/knowledge review/VALUE RE...](http://www.globalacademicgroup.com/journal/s/knowledge%20review/VALUE%20RE...)
- Mang, L.G. (2005). *Effective Organization and Management of Schools: A Guide for School Head*, Jos YA-BYANGS Publishers
- NEEDS (2004). *National Economic Empowerment and Development Strategy*. Abuja, National Planning Commission
- Northouse, P.G.(2004).*Leadership: Theory and Practice*, Thousand Oaks, Calif, Sage
- Okolo, A.N. (2011). Education, Value Reorientation and the Rebranding Process in Nigeria. *Nigeria Journal of Sociology of Education* (1) 60-68

- Okolo,C.B. (1993). Education and Nigerian Values. A Companion for Students, Enugu (Nig) Limited
- Oke, T. I. (2008). Leadership in Organization: A School Perspective; Jos, Matkol Press
- Otive, I. (2013). Value Re -Orientation And Transformation: A Panacea For Growth And Development: A Paper Presented at The Institute of Strategic Management, Nigeria (ISMN) FCT Chapter 2013 National Conference. Abuja, Nigeria: www.centrelsd.orgwww.otiveighbuzor.com
- Udoh,S.U & Akpa, G.O (2007). Educational Administration in Nigeria: Theory and Practice. Jos: Ichejum Publishers
- Zwalchir, L (2008). Management of Personnel in Schools. Jos: YA BYANGS Publishers
- Zwalchir, L (2010). Enterprenuer Education for Leadership Effectiveness in Schools. *International Journal of Educational Studies*, 1(2), 53-55



Professional Ethic of Special Education Teachers in Nigeria: Challenges and Way Forward

GAMBO MAURICE BWOI
University of Jos, Nigeria.

Abstract. The paper examined the professional ethic of special education teachers, the challenges and way forward. However, the study focused on the concepts, the characteristics of professional the professional ethics of special education teachers, the major challenges and the way forward. Suggestions were however proffered that would enhance professional education ethics among the special education teachers.

Keywords: Professional Ethics Special Education Teachers, Challenges and Way forward.

1. Introduction

Education is regarded as an instrument for transformation, social change and national development. To achieve the national goals of education, the teacher is the answer, the teacher needs to be acquainted with pedagogical approaches necessary for achieving effective teaching teaching-learning process. Teaching profession according to Abbah (2009), is an act of having the features or traits of profession which differentiate teaching from other professions. The author stated that as a professional teacher, one should be trained and acquired educational qualifications such as Grade II NCE, B.Ed, M.Ed, Ph.D in education, PGDE. Without these anybody that goes into the classroom to teach would be regarded as a cheater and not teacher. One must be a registered member of a professional body or Association such as special Education Teacher Association, Science teacher association, Teachers Registered Council of Nigeria (TRCN), Nigeria Union of Teacher's among others.

Professional teachers therefore have the following characteristics according to Kautrich (2010), knowledgability about the subject matter, vest in interpersonal relation, model and acquisition of basic pedagogical skills, interest in the student, honesty, accountability in financing management, effective leaders and profession of all the quality that will enhance integrity to the teaching profession in the society.

However, as an ideal special education teacher should have good understanding of special education students with various disabilities such as students with visually impaired and all people that need to be handled with care and special training. It should be noted that professional special needs education teachers need to be trained in the method of teaching and efficient utilization of resource specially designed for the special education students. Ayeleso (2016) stated that ideal, special education teachers should be personate, careful, knowledgeable, and skillful in handling special education, equipment he should not have hatred for the special education students the teacher should be capable of teaching the students with special needs, under any environment conditions possession of thee trait mentioned above made the teachers to become an ideal special education teacher.

2. Ethics of Professional Special Education Teachers

Ethic is the philosophical concept which printchard (2014), described as a process of determining what is right or wrong, good or bad, fair or unfair, responsible or irresponsible, obligatory or

permissible, praise worthy or blame worthy, guilt or shame, identification and sticking to the favorable one known as ethic. It is defined ethic as the code of conduct or practice and formulated precepts of behaviours relevant to the human virtues. Ethic of teaching profession is therefore defined as the the process of realizing good action and the Strule against bad ones as applied in the day today practice of professions in the society and the individuals (Jimba, Ogundele and Daniel 2015) defined ethics as the process of identifying the favorable actions in an individual behavior and ability to struggle against the bad ones in the school system. It is concerned with the moral conducts and standards that guide the behaviors in the school system.

However special needs education as name implies is the type of education or knowledge skills, ability and attitude imparted on the people with peculiarities of hearing impaired blindness, dumb and handicapped. These categories are special to the teachers because, the peculiarities are special, people that need to be treated with special care. This is to say that the special education teachers need to respect the worths and dignity of the special students with special needs. It should be noted that for quality of special needs education students to be enhanced in Nigerian schools, special needs education teachers need to be morally upright do the right things at the right time to identify the good behaviors and struggle to avoid bad ones.

3. Professional Ethics and Special Education Teachers

The professional special needs education teachers are guided by certain principles of code of conduct and professional standard. The guided code of conduct enables special needs education teachers perform their job to expectation. Ogundele, Gyt and Bwoi (2015) identified the basic ethical issues that guid code of conduct or behavior of teachers as follows:

Commitment: Commitment should be one of the principles of the special education because, the professional teachers should be commitment to students by guiding them aright to the parents. By sharing with the parent how to shape the PTO, students behaviors and building healthy relationship with the schools and home to the community through effective interaction, to the employer through building healthy relationships between employer and employee. The relationship will bring about mutual respect understanding and good faith. The professional teacher should also be committed to the

profession as a unique occupation and positively contribute to the support planning and programme of the professional special needs education programme in Nigeria.

Honesty and prudence: In the utilization of the allocated resources for special education objectives are to be achieved, the teachers need to be honest in the use of human, material and financial resources like. Professional special education teachers need to struggle to avoid misappropriation, embezzlement, and financial mismanagement. It should be noted that honesty prudence in the management of the allocated resources will enhance effectiveness and efficiency in the teaching learning process in special education programme in Nigeria.

Moral stability: Sound moral special education teachers should be morally convinced to avoid any form of immoral act with special education students. It should be noted that special education students are helpless. They need assistance and should be carefully treated. The special educator should develop sound moral standard on sexual harassment and examination malpractice, drug abuse, drunkenness, smoking and other forms of immoral act. It should be noted that a morally and ethically sound teachers will surely avoid all forms of unethical uses in the school system and coordinate the students into the right paths Ogundele, Jimba and Luka (2016).

Personal traits: A special educator should be patient sincere, humble, and hardworking and should always be a model of emulation. Since teachers are models to the school children they are their parents and the behaviors in the school should be worthy of emulation. Special education teachers dealing with the students, and handle them with care. Indolence and laziness are unethical issue that special education teachers be avoided. The teachers should be hardworking and be able to strict to their responsibility since it is an ethical issue for the special education teachers to work closely with the special students so that they can be counseled helped assisted and aided the special education teachers need to struggle to go against any form of indolence and laziness which are unethical to the spirit of teaching professions in Nigeria.

Emotional stability: This is another ethical issue that a special educator should have, Mangwvat (2013). Opined that teachers should help each child to use his emotions in the right way. It is unethical for teachers to act angry about evil things such as ignorance, unkindness, injustice for the special education teachers need to put them in right ways.

Interpersonal relationships: It is an ethical issue in the teaching profession to have interpersonal

relationship with other teachers and students. i.e they should be sympathetic, kindness, helpfulness patience good manners, self control, impartial, sense of humor, honesty and developing creative minds. In order to help the students it is ethical for special education teachers to develop the mentioned ethics in himself in order to help the students to be morally alright in the society.

4. Suggestion for Improving Ethics of Special Education Teachers

In order to resolve ethic issues that affect special education professions, the following suggestion are made:

Organization of Teachers Capacity Building: Teachers' capacity building should be organized by the institutions, governments and associations for teachers in order to acquire basic knowledge the methods of handling special students. The knowledge is acquired through workshops, conferences and distance education. Integration of inclusive education to curriculum: special education should be integrated into the education curriculum.

Effective Guidance and Counseling Services: Effective counseling service be provided for both the special education teachers and students. The counseling service provided will enable the students to understand themselves and have a rational decision toward developing ethical conviction and integrity.

Professional Ethics should be Integrated to Curriculum: Integration of professional ethical behavior into the special education programme. However the integration of the content will introduce the students to the ethic of the profession, and the challenges that teachers and other special education profession encounter during the practice, the integration will therefore allow the students to take a rational decision in resolving ethical issues for the students with special needs.

Provision of Institutional Support Services: Institutional support service should be provided for the students with special needs. The institution support service should include recreational, welfare, library, information and the orientation service. The service provided by the institution will go a long way to keep the special education student safe in the schools and create sense of belongingness.

Centres for Special Education Needs Should be Established: The center should be established by the three tiers of government and be charged with the responsibility of supervision monitoring of the

quality and necessary assistance to the student with special need especially in Nigeria.

Provision of Educational Facilities: The list of equipment below should be provided and used for effective teaching and learning of the special need braille and jigsaw puzzle, typing machine, tape recorder while the deaf need cart, histogram, real objects computer among others.

Need for Efficient Parent Teachers Associations: A formidable Parents Teachers Association should be established for the benefit of students with special needs. The collaborative efforts of the PTA will encourage adequate monitoring of special students and their homes and be able to provide adequate discipline and struggle against bad behavior in the society which is regarded as unethical issue.

5. Conclusion

The chapter however, discussed the concepts and basic types of ethical issues among special education teachers and students, the professional ethical challenges and ways forward towards the provision of quality special education products especially the students with special needs.

References

- Abbah, A. (2009). *Teachers Professionalism and Student's Academic Performance of Secondary Schools in Offa, LGA Kwara State, Nigeria*. Unpublished PDDE Project National teachers' Institute, Kaduna.
- Ayeleso, F. (2016). Ideal Special Education Teachers. *Asian Pacific Journal of Education Arts and Science* 8 (13)1-8.
- Jimba, D. N. & Ogundele M. O. (2014). Transformation of Teachers Education Programme in Nigeria Education Philosophy of Education Association Conference held between 3rd -6th August 2016 at Nasarawa State University.
- Kautrich, S. A. (2010). *The Professional Teachers*. London: Universal Education Press.
- Mangyvat, B. (2015). Intellectual Development in Gimba E. M., Daramola, I. S., Mnagwat, B.& Saidu S. & *Rudiments of Effective Teaching Jos. Unijos Press*.
- Ogundele, M. O., Gyot, B. & Bwoi, G. M. (2015). Towards Resolving Ethical Issue for Research Integrity in Nigerian

- School, *Asian Pacific Journal of Multi-Disciplinary Research* (4), 56-63.
- Ogundele, M. O., Jimba, D. N. & Luka, E. R (2016). Moral Education and Quality Assurance of Nigerian Schools. *Academic Journals of Interdisciplinary Studies* 10 (1), 272-282.
- Ogundele M.O., Oke, T.I & Mohammed A. (2016). Emerging Challenges of Teaching Profession in Nigeria Issues and Ways Forward. *Academic Journal of Internadiciplinary Studies* 10 (2), 181-187.
- Princhard, P. S. (2014). *Teaching Profession in Historical Perspective* London: University Press.

Administrative Constraint's on Teachers' Effectiveness in Government Secondary Schools in Kebbi State, Nigeria.

DANASABE UMARU, KULU ALHAJI
Adamu Augie College of Education, Rgungu, Kebbi State, Nigeria.

Abstract. This paper focuses on the administrative constrain of teacher effectiveness of secondary schools in kebbi state, where it tries to discuss on the curriculum implementation, community relation and motivational factors which are part of the contributing factors that stem as a constrain to teacher effectiveness; with the following objectives: to examine the relationship between administrative constrain and teacher effectiveness and to measure the level of teacher effectiveness and administrative constrains. The instrument used for the collection of data is questionnaire, where by descriptive approach was used as the design for the study. The concept of teacher effectiveness was elaborated. The findings reveal that 85% of teachers are not motivated by their administrators which affect their effectiveness. Finally this paper gave recommendation that will help to improve the teacher effectiveness in secondary schools of kebbi state.

1. Introduction / Background

Conscious of the fact that success in the realization of educational goals depends largely on the teacher, the National Policy on Education, FRN (2004), recognizes that the quality of education is guaranteed by teacher effectiveness. The teacher's task is to teach, educate, provide educational guidance, promote the quest for scientific knowledge and conduct regular assessment (FRN, 2004). In view of the important and diverse nature of the teacher's job, the necessary resources and conducive working environment must be provided to facilitate the effective execution of his/her task. The provision of favorable physical and psychological working environment is the task of school administrators. The quality of such administrative service transcends location so that principals and teachers in all schools are supposed to

be offered a fair and equal opportunity to be effective. This is particularly important because the practice in the state has been that education zonal offices are located in the local government council headquarters and they appear to concentrate on schools nearby. As a result, teachers in the distant areas stand the risk of being deprived of needed motivation because the officers in the zonal offices do not extend their services to such areas. The most important factor in teaching is the teacher, not technique method or curriculum because he translates all these into meaningful learning experiences for students, (Abiogu and Ugwuja 2007). Next to the quality of the teacher is the quality of administrative services provided in schools to enhance effective teaching. By implication, teacher effectiveness goes along with the quality of administrative services provided. A teacher here refers to one who guides and tutors another towards the acquisition of desired knowledge and skills. The concept of teacher effectiveness is elusive given that teaching is a complex activity (Zeichner, 2006). However for the purpose of this study, teacher effectiveness refers to the process of the teacher's interaction with the students in educating them and student's performance in tests and examinations (Hughes, 2001).

In kebbi State constraints to teacher effectiveness are multiple. Ada, (2000) identifies some to include: (a) lack of professional training, (b) physical characteristics of the teacher, (c) personality traits, and (d) Administrative constraints. In the first instance, teaching is one of the most difficult jobs because human behavior is complex and difficult to modify or change especially if one is not equipped to do so, (Abottchampan, Hughes & Wyld, 1992). This lack of professional training

becomes a major constraint to teacher effectiveness. Physical characteristics such as voice quality and non-verbal communication skills and such effective qualities as fairness, patience, humour and concern for

Students can enhance teacher effectiveness (Dimmock, 2005). Therefore a teacher who lacks these qualities will likely fail to foster the social, emotional and psychological development of the child. Other personal attributes that can affect teacher effectiveness include: good health, punctuality, regularity and fairness (Okoh, 1990). In addition, personality traits such as self-concept, aggressiveness, locus of control and attitude to work in general, are believed to affect effectiveness. These personal attributes are particularly desirable if the teacher is to view teaching as a cause beyond oneself (Dimmock, 2005). This implies that love for the job itself will lead to greater commitment and self-sacrifices, without which teaching becomes a stopover to other jobs or just another boring means of earning a living. In such a situation teacher effectiveness is sacrificed. Some of the contributing factors to teacher effectiveness, of course, lie on the school administration. The decision to dwell on administrative constraints stems from various factors. In KEBBI State, 90% of teachers in government secondary schools are trained, (KEBBI State Education Summit Digest, 2005). The premise is that they possess adequate professional competencies. Secondly, this researcher shares the views of Bello, (2000) that it is possible for teachers lacking desirable physical and effective traits to be given adequate training and provided conducive working environment. Thirdly, because of fewer job opportunities in KEBBI State, due to lack of industrialization, some people going into teaching are just looking for job and need to be highly motivated by school administrators to be effective.

Kebbi state is often listed among the educationally backward states in Nigeria. The administrative structure of schools in all ramifications should be enabling rather than constituting a constraint to teacher effectiveness as presently seems to be the case here. However, it is appalling to note that Statistics from the State Ministry of Education and its affiliate agencies reveal that SSCE students are performing below expectation. The problem of this paper therefore put in question form is: what are the administrative constraints to teacher effectiveness in government secondary schools in Kebbi State?

2. Literature

The scientific study of administration began with the works of several people. One of the first was Frederic K. W Taylor (1939-1971).. Taylor is today regarded as the father of scientific management or efficiency movement. In his view an organization must attain its objectives and that those responsible for its administration must aim at achieving result, CarvelinOdo (2006) reported that Taylor being the founder of scientific management perceived administration from the mechanistic point of view.

Another pioneer scholar in this area was Henri Fayol (1940-1975)..According to Edem (1998), Fayol describes administration as a function involving, to a varying degree, everybody in the administrative behaviour, namely, division of work authority, discipline, unit of command, unit of direction, subordination of individual interest to the interests of the Organization, remuneration, co-ordination, scalar chain (line of authority). Order, equity, stability of personnel, initiative, spirit de-corps. These principles Presupposes that administration must make provision for the co-ordination and Supervision of organizational functions and that the responsibility for doing so rests with the chief executive who is the legitimate authority and the focal point of the organization. Fayol looked at administrations planning of programmes and goals of an enterprise and the organization of human and material resources for the implementation of the plans in accordance with the established policies, codes and regulations.

The purpose of this paper is not to find out the level of teacher effectiveness in government secondary schools in Kebbi State Nigeria but to examine what constitutes constraints to their effective teaching, it is however important to underline correlates of teacher effectiveness. What then constitutes teacher effectiveness? What must a teacher do to be considered effective? And what prevents him from doing these duties? Teaching is a complex activity which makes the definition of teacher effectiveness difficult. To Brown and Atkins (1993) effective teaching can be determined in relation to the set goals. Since the goals of teaching may be cognitive, affective or psychomotor, a single definition of effectiveness hardly suffices. It may also be observed that "good teaching is the direct function of the judges' value system and judges do not always agree" Brown and Atkins

(1993) further states that, although good teaching is in the eyes of the beholder, it can be reflected in students' performance. Consequently an effective teacher is one who enables students to perform well in tests and examinations. This definition is upheld by Akuezuilo (1999), who suggested that good teaching must bring about learning. An effective teacher therefore can be assessed by student outcomes. If students show signs of having learnt meaningfully, then the teacher can be said to be effective. According to Ezeocha (2001) an effective teacher should bring about learning in its cognitive, affective, and technical components through the use of a variety of activities. While Wilson (2000) talks of "quality delivery" in teaching which includes a range of objectives; whole class instruction, group activities and individual attention, An effective teacher is seen here as one who attains these objectives. Because of this plethora in definition teacher effectiveness is often associated with the degree to which a teacher uses desirable skills in task performance and the level of students achievements in examinations.

The personality traits that make a teacher effective are largely inborn. A few may be acquired through training, but a person who is born to be interested in working with people and who has personal characteristic such as patience, love for children, interest in helping others, a sense of humor; a pleasant personality, smartness, sympathy; alertness; good human relations, emotional stability among others, will certainly be more effective as a teacher. Such attributes as skills in imparting knowledge, scholarliness, good judgment and professional ethics can be acquired through training. An effective teacher is thus born and made (Denga 2002)

3. Methodology

The design of the paper was a descriptive survey research design. It centered on individuals and their opinions on a given subject.

A population of 66 principals and 1,590 teachers formed the population of the study, this represents all teachers and principals in all government secondary schools in Kebbi State. This is in accordance with statistics from the Kebbi State Teaching Service Board for 2010/2011 academic session, which indicated that this is the number of principals and teachers under government employment in the state.

The instrument for data collection is questionnaire titled "Administrative Constraints to Teacher Effectiveness Questionnaire"(ACTEQ); it is a structured questionnaire, developed along the lines of the research questions formulated For study.

4. Conclusion

The following conclusions have been drawn from the major findings of the study:

Principals and teachers both indicated that organization for curriculum implementation constituted a constraint to teacher effectiveness in Kebbi State. The factors that constituted constraints to a very high extent included the fact that recommended textbooks are not accompanied by teachers' hand books, the approved syllabus is too vast considering the academic year, and that recommended work load is too heavy on teachers and students as well as lack of special programs and materials for such special students as the blind, the dumb, the deaf, the gifted and the slow learners. Principals and teachers both indicated that instructional supervision does not constitute a constraint to teacher effectiveness in Kebbi State. Both were of the opinion that on a regular basis the principal supervises instruction and pedagogic advisers (specialist subject supervisors) supervise instruction, there is usually time for post-supervision conferences and colleagues help supervise each other regularly, recommending measures to help improve incompetent teachers.

References

- Abiogu, G. C. & Agwuja, J. O (2008). *Re-tooling Educations for the Information Age: Implications for Nigeria Teacher Education*. A paper presented at the first international conference of the faculty of Education University of Nigeria Nsukka (June 17 – 18)
- Ada, N. (2000). *School Management Styles. Makurdi: Onaivi press*
- Akuezuilo, E. O. (1999). Who is an Effective Teacher? (A Theoretical Perspective.) Awka; Nuelcenti.
- Bello, A. S. (2000) *Motivating Nomadic Education Teachers for the Universal Basic Education (UBE) Scheme* Journal of Vocational and Technical Education, College of Education Katsina-ala 2 (4) 62 – 64.

- Brown, G. & Atkins, M. (1993). *Effective Teaching in Higher Education*. London: Routledge
- Characteristics of the "Effective" Teacher*. (ARC Funded Project), Youth Education Studies Center, University of Tasmania Report 2. February.
- Denga D. I. (2002). *Educational and Social Psychology for Schools and Other Social Organizations*. Calabar: Cleanliness Publications
- Dimmock C. (2005). *Educational Leadership Culture and Diversity*. London: Sage.
- Edem, D. A. (1998). *Introduction to Educational Administration in Nigeria*. Ibadan: Spectrum Books
- Ezeocha, P. A. (2001). *Concepts of Management and Administration*. in Nigeria. Onitsha: Ekene Press.
- F.R.N. (2004). *The New National Policy on Education* Lagos: NERDC.
- Fafunwa, A. B. (1991). *History of Education in Nigeria* Ibadan: NPS Publisher.
- Farrant, J. S. (2000). *Principles and Practice of Education*. London: Longman.
- Nwankwo J. I. (2007). *Educational Planning, Theory and Practice* Lahork Pak, Izaharsons.
- Okolo, N. E (1990). *The Effect of Supervision on Teacher Performance in Secondary Schools in Nsukka Education Zone*. Unpublished M.ed Thesis Faculty of Education University of Nigeria Nsukka.
- Taylor, K. W. (1991). *Principles of Scientific Management* New York Harper and Row.
- Wilson J. D. (2000). *Appraising Teaching Quality* London: Billing and Sons.
- World Bank, (1990). *Education and Development Evidence for New Priorities*. Washington
- D.C: Zeichner, K (2006) Different Conceptions of Teacher Expertise and Teacher Education in the USA. *Journal of Education Research and Perspectives*. The University of Western Australia 33 (2), 64.

Impact of Educational Summits on Teachers' Professionalism and Training in Ekiti State

MARGARET FUNKE FAREMI, ADEBOLA OLADIJI ALABA
Osun State University, osogbo, Nigeria

Abstract. The study investigated the impact of education summit on the teachers' professionalism, training and retraining in Ekiti State, Nigeria. owing to the hue and cry about the declining nature of the standard of education as portrayed by the results of external examinations of the post primary institutions and the perceived graduate unemployability of various cadres of tertiary institutions in Nigeria as lamented by employers of labour. various states have been carrying out educational summits to determine the way forward. One of the proffered solutions is the improvement in teachers' professional development. This study focused on various education summit in Ekiti State specifically and government policy on how to improve the teachers for high productivity. The purpose of the study is to investigate whether annual education summit has impact on teachers' professional development. Three hypotheses were generated for the study on impact of education summit, government policy and teachers' incentives. Descriptive research of the survey type was used and 200 teachers were sampled including principals. The results of the investigation showed that educational summit has great influence on teachers' professionalism, training and retraining. In view of the findings, it is recommended that government should continue to encourage teachers' professional development in various forms. Also, government should continue to evaluate the level of progress and teachers should see it as a matter of duty to develop themselves for effective teaching

Keywords: Education Summits, Profession, Training, Retraining, Teachers

1. Introduction

There has been public outcry on teachers' lack of commitment to duty. (Odumade and Alaba2016)

For example, the result of the external examination of the post primary institutions at WASCE over the years showed an unacceptable level of failure. (See the table1).

Table 1. Analysis of Students' Successes in WASCE 2010 - 2014

YEAR	% PASS (5credits including Mathematics and English	% Fail (Others without Mathematics and English
2010	24.94	75.06
2011	29.17	70.83
2012	31.28	68.72
2013	29.17	70.83
2014	31.28	68.72

Source: www.waecdirect

People believe that teachers are not performing their duties as expected. The way and manner teachers do their work calls for public attention and the fact that teachers' professionalism is doubtful (Adeyemi, 2004, Massie, 2011). It is also believed that teachers need to be trained and retrained in order to perform well (Ladd 2009) There have been several educational summits by various governments particularly during the present democratic dispensation in Ekiti State to address the issues of teaching and learning to enhance the performance of teachers and their students in secondary schools both in internal and external examination. This perception could be linked to lack of adequate teachers' professionalism, training and retraining of teachers (Odumade and Alaba, 2016) which educational summit has been addressing over the years. The problem of this study therefore is to find out if the annual summit in Ekiti state has impact in improving the teachers' professionalism, training and retraining and other developmental programmes.

2. Review of Literature

Educational summit is the coming together of all educational stakeholders: government officials,

government agencies, educational agencies, school heads and teachers from all levels of education, parents, students, Parents' Teachers' Association (PTA), School Based Management Committee (SBMC), and artisans in order to discuss views, opinions on the challenges and issues on education and its way forward to restore the lost glory of education. Education summit generally is organized by the government of any country or government of any state in order to air and hear views and opinions of the masses in matters affecting education industry.

Some of the advantages of organizing education summit are as follows:

- Help all students learn more by demanding higher student proficiency and providing effective methods to help students achieve high standards;
- Provide parents, schools, and communities with an unprecedented opportunity to debate and reach agreement on what students should know and be able to do;
- Focus the education system on understandable, objective, measurable, and well-defined goals to enable schools to work smarter and more productively;
- Reinforce the best teaching and educational practices already found in classrooms and make them the norm;
- Provide real accountability by focusing squarely on results and helping the public, local and state educators evaluate which programs work best.

Proponents of standards-based reform argue that flexibility in past reform efforts have not necessarily been shown to be successful. State tests can highlight gaps and promote pressure for improvement, as well as demonstrate that these gaps will drive the resources to the most needy schools. On a wider scale, a major advantage of standards-based reform is that standards and assessments can allow access of curriculum for all students, as well as more equitable outcomes. However, it is generally agreed that in order to be successful, these higher standards must be aligned with reforms in testing, teacher education, improved teaching practices, and proper allocation of resources.

Many nations of the world launch educational summit annually to puts heads together in order to improve education of the citizenry. It happened in Washington D. C. in May 17 to 18, 2016 (Education Summit 2016) which was their second annual education summit. Nucationigeria believes in

advancement of quality education through education summit. From inception, when Nigeria took her destiny in her hand in respect of education, Nigeria had always conveyed gathering of stakeholders in education such as Ashby commission of 1959 and the 1969 curriculum conference which culminated into the first National Policy on Education in 1977 (Alaba, 2011). In Osun, state Governor Rauf Aregbesola organized an educational summit in 2013 where all the stake holder met and chart the way forward in Osun state education. Many other states have also done so over time.

In recent times, Ekiti state has organized about five educational summits, making it an annual event by the state government. It does not matter the type of governor or political party government in power, what matters is the problems and prospects in education in Ekiti state. the reason for the summit is the general believe that education standard is falling based on the observed poor performance of the students at all levels of education most especially in the external examination of West African School Certificate Examination (WASCE) and National Examination Council (NECO) organized examinations' results in the state. A lot of discussions took place, submissions were collected from people of diverse knowledge, erudite scholars presented all-embracing quality papers on the issues at stake most especially secondary school education and its productivity vis-à-vis WAEC and NECO annual results for the past four years. Various questions were asked about how to deliver the state known as fountain of knowledge from poor academic performance and inadequate quality control on education. Every stake holder has a share of the blame for poor performance of the students from secondary school to tertiary institutions. Some blamed it on lack of instructional supervision right from primary schools.

In the recent education summits in Ekiti state, there are lots of issues coming up such as lack of commitment on the part of the teachers, leadership style and inadequate instructional supervision of the school heads, lack of seriousness at studies among our students (which has its own underlying factors), lack of incentives to teachers on the part of the governments, irregular payments of salaries of teachers, parental background, inadequate school needs of the students, societal influence on students learning and lack of external instructional supervision from the government.

Many people blamed government by asserting that government are yet to have a better policy for

education as well as provide educational needs of the schools adequately. A point of reference is the fact that governments' budgetary allocations to education is always less than fifteen percent which is far less than the United Nations recommended minimum of Twenty five percent of all government budget. Government is expected to fund the schools, motivate the teachers and provide adequate facilities in the schools. The external instructional supervisors from inspectorate unit of the ministry of education are expected to monitor and mentor the teachers for effective teaching in the classroom. Over the years, the educational summits in Ekiti State Nigeria as discussed above which is fast becoming an annual event from time to time has among its submissions the need for teacher professional development in which stakeholders emphasises the need for government to encourage teachers to further develop themselves along modern best practices in their areas of specialisations.

It is against this background that the study sought the impact of Educational Summits on teachers' professionalism, training and retraining among other teacher development programmes.

3. Statement of the problem

Educational summit is becoming an annual event in Ekiti State. This originated from a number of issues bordering on how to improve academic achievements and educational attainments of the students in Ekiti State. Issues such as poor academic performance of students in secondary schools, lack of teachers' commitment to work, poor instructional supervision, poor teachers' productivity, indiscipline among students and teachers, drug abuse and most specifically lack of teachers' professionalism, training and retraining are fingered as being responsible for low academic performance of students. Government in turn is expected to make policy that will address the issues at stake. Teachers need to be trained and retrained, they need to be professionally qualified to improve on their productivity. The problem of this study therefore is to ascertain if Educational summits in Ekiti State have impact on teachers' professionalism, training and retraining and other teacher development programmes. The study would find out if the educational summit has actually influence the

government to make a concrete policy in training and retraining of teachers.

4. Hypotheses

- There is no significant relationship between impact of educational summit and teachers' professionalism, training and retraining
- There is no significant relationship between government incentives and teachers' professionalism training and retraining
- There is no significant difference between government policy and teachers' professionalism, training and retraining
- There is no significant difference between impact of educational summit on male and female teachers' professionalism, training and retraining

5. Methodology

The descriptive survey design was used for the study. All teachers in the state government-owned secondary schools constitute the population of the study while the sample consisted of 210 teachers randomly selected from 30 secondary schools across the three senatorial districts of Ekiti state.

Instrumentation

The instrument for data collection is a self-developed questionnaire titled: 'Teachers' Professionalism, Training and Retraining Questionnaire' (TPTRQ) and was of 4 point Likert ratings of Agree (A), Strongly Agree (SA), Disagree (D), SD (SD)

The questionnaire were used to obtain information from the teachers, principals inclusive, who are the respondents to the questionnaire on educational summit and teachers' professionalism, training and retraining.

The questionnaire were personally administered by the researchers to enhance good response from the respondents. A Cronbach Alpha was used to ascertain the internal consistency and construct validity of the instrument. At the end of instrumentation 200 copies of the instrument were adjudge good enough for use in the analyses of the hypotheses. It gave a reliability index of 0.87 which was considered good enough for a study of this nature. Frequency counts, percentages and spearman rho analyse the hypotheses raised for the study.

6. Results and Discussion

Hypothesis 1: There is no significant relationship between impact of educational summit and teachers' professionalism, training and retraining

Table 2: analysis of relationship between impact of educational summit and teachers' professionalism, training and retraining

Variables	N	r-calculated	r-tabulated
Impact of educational submit	200	0.237	0.1942
Teachers' professionalism, training and retraining	200		

Table 2: shows that r-calculated value of 0.24 is greater than the r-table value of 0.19. The null hypothesis is rejected this implies that there is significant relationship between impact of educational submit and teachers' professionalism, training and retraining.

Hypothesis 2: there is no significant relationship between government incentives and teachers' professionalism, training and retraining

Table 3: analysis of relationship between government incentives and teachers' professionalism, training and retraining

Variables	N	r-calculated	r-tabulated
Government incentives	200	0.373	0.1926
Teachers' professionalism, training and retraining	200		

Table 3 also shows that r-calculated value of 0.37 is greater than the r-table value of 0.19. The null hypothesis is rejected this implies that there is significant relationship between government incentives and teachers' professionalism, training and retraining.

Hypothesis 3: there is no significant relationship between government policy and teacher' professionalism training and retraining

Table 4: analysis of relationship between government policy and teachers' professionalism, training and retraining

Variables	N	r-calculated	r-tabulated
Government policy	200	0.375	0.1932
Teachers' professionalism, training and retraining	200		

Table 4 shows that r-calculated value of 0.38 is greater than the r-table value of 0.19. the null hypothesis is rejected this implies that there is significant relationship between government policy and teachers' professionalism, training and retraining.

Hypothesis 4: there is no significant difference between impact of educational summit on male and female teachers' professionalism, training and retraining

Table 5: Test of significant difference between impact of educational summit on male and female teachers' professionalism, training and retraining.

Variables	N	Mean	Standard Deviation	DF	r-calculated	t-tabulated
Mal e	75	78.4255.	11.60980	198	0.333	0.102
Female	125	77.4412	12.04515			

Table 5 shows that t-calculated value of 0.33 is greater than the table value of 0.10 hence the null hypothesis is therefore rejected which implies that there is significant difference in impact of educational summit between male and female

teachers' profession and professionalism in favour of female teachers in secondary schools in Ekiti state

The study revealed that there was a significant relationship between impact of Educational Summit and teachers' professionalism, training and retraining. The reason for this might be due to the fact that government of Ekiti state is up and doing in supervision of instruction-mentoring and monitoring of teachers in the task of teaching and learning. The findings of this study support Fatile (1978), Hughes (1978) and Akindutire (2004).

The study also revealed that there was a significant relationship between impacts of educational summit on teachers' incentives, the reason might be due to the fact that teachers always agitate for their teaching needs through their trade union and the government will be forced to give them to avoid incessant industrial (strike) action. The finding supports Majasan (1999) and Ladd (2009). The study also showed that there is significant relationship between impact of educational summit and government policy, this means that the educational summit in Ekiti state has positive influence on government policy which in turn enhances teachers' professionalism, training and retraining. The study supports - Navarro –Janet (1990), Darling-Hammond, l., Berry, B., & Thoreson, A. (2001). Ekiti State Summit (2003), Ladd (2009). Ekiti State Summit (2015).

The study has also shown that there is a significant difference between impact of educational summit between male and female teachers on professionalism, training and retraining in favour of female teachers. It could be inferred from the findings that female teachers are more in number than the male teachers and due to the flexibility nature of women; they are very curious in readiness to do what is necessary to be trained and retrained in their field of specialties. From the findings it is observed that female teachers easily summit to the way forward in education to improve and develop them than their male counterparts. This finding supports Ekiti state education summit (2004) and Fatile (1998). The act that total quality management of our schools has to take into cognisance the training and retraining of teachers is also supported by this research. This is in line with Beckard and Pritchard, (2010) who opined that leaving an aspect of a system unattended to lowe the quality of the output of the system.

7. Conclusion

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

Educational summit has great influence on teachers' professionalism, training and retraining. Government incentives also influence teachers, professionalism, training and retaining. Government policy on teaching profession and retraining of teachers still hold. There is a difference in impact of educational summit between male and female teachers.

8. Recommendations

Based on the findings and conclusion of this study, the following recommendations were made: Teaching should be professionalized, teachers should be made to undergo in service training based on their areas of specialties in order to improve their teaching.

Government should not relent in her efforts of annual education summit in order to evaluate the level of progress and achievement in teaching and learning processes to enhance high teachers' productivity. Teachers should see it as a matter of duty to be trained and retrained and develop themselves to better their profession

References

- Akindutire, I. O. (2004) *The Teaching Profession*. Lagos. Universal Publishers, Surulere.
- Alaba A. O. (2011). *Organisational Transparency, Communication flow and Intrinsic motivation as Determinants of Teachers' Job Performance in Ogun State Public Secondary Schools*. Unpublished, Ph.D. Thesis, Department of Educational Foundations and Management, Olabisi Onabanjo University, Ago – Iwoye.
- Bekhand & Pritchard. (2010). *Total Quality Management* (Seabrook M.D Duchon Press,pg.25
- Darling-Hammond, l., Berry, B., & Thoreson, A. (2001). *Does Teacher Certification Matter? Evaluating the Evidence*. Educational Evaluation and Policy Analysis. 23 (1): 56-59
- Edward , W.(2009) 'Total Quality Management and Employee Involvement Are they compatible Academy of Management Executives, 8 Feb. 68-76

- Ekiti State Education Summit (2015), Way Forward Fountain Hotel Hall, Ado Ekiti. March 15th
- Ekiti State of Nigeria (2003) A Communique issued at the end of The First Education Summit held at Oluyemi Kayode Stadium, Ado Ekiti, 27th November
- Fatile, A. O. (1998) The Role of Teaching Service Commission in the Development of Secondary Education in Ekiti State. A Paper Presented at a Senior Staff Monthly Seminar at The Ministry of Education, Ikere Ekiti. June 4th
- Gage, N. L. (1978) The Scientific Basis of the Art of Teaching, New York, Teachers' College Press.
- Hillsborough, N. C.(2009). Teaching Quality. Retrieved May 17, 2009 from <http://www.teachingquality.org/pdf/twcn2006.pdf>.
- Hughes, D. L. (1978) Teaching: The Imperial Profession. Albany state University New York Press.
- Ladd, H. (2009) Teachers' Perception of their working conditions: How predictive of policy-relevant outcomes. National Centre for Analysis of Longitudinal Data in Education Research Working Paper, page 33-37. Washington, DC: Calder
- Majasan, J. A. (1995) The Teacher's Profession: A Manual for Professional Excellence. Lagos: Spectrum Books Ltd.
- Massie K (2011) Total Quality Management for Head teacher, Budget Resources Allocation Publishing London pg 50.
- Navarro-Janet, J. (1990): Will Teachers say what we want to hear? Dilemmas of Teacher Voice. Evaluation Report. National Centre for Research on Teacher Hearing. East Lansing: Michigan state University.
- Odumade, A. S. & Alaba A. (2016). Total Quality Management as A Vital Tool For Achieving Organizational Effectiveness of Primary Education In Nigeria In Journal of Excellence in Teaching Learning and Scholarship JETLS. (2)2 30-45
- U. S. A. Dept. of Education Sustainable Education Summit: Citizenship and Pathways for a Green Economy, Sept. 2010, Office of the Under Secretary, Martha Kanter. <http://www.epa.gov.environment/education/grants.htm> 1, www.ed.gov.
- Bekhand & Pritchard. (2010). Total Quality Management (Seabrook M.D Duchon Press,pg.25
- Edward, W. (2012) Marketing Management, Eleventh Edition Florida pg269
- Hillls, L. (2009) Total Quality Management, The Experience of Ten Small Business, Business Horizons, Ohio, Charles Neveil Publishing company pg 38.
- Ijaduola, K. O. & Ige, K. (999). Mastering Research in Education, Samrol Ventures and Printing co, Ijebu –igbop.g 52
- Massie K (2011) Total Quality Management for Head teacher, Budget Resources Allocation Publishing London pg 50.
- Norman & keys (2013) A system and contingency Analysis of Management function, Manangement Kruitiner Seventh Edition. Arizona State University. Aitbs publishers and Distributors chapter 18 pages 550-580
- Olowoye, Biyi. (2005) Measurement and Evaluation in Education (A quantitative Analysis known prince Educational Service , Nigeria pg 55
- Richard leed (2009). Analyzing the Evidence National Productivity Review 14. Journal of Contemporary Business autumn.
- Odumade, A. S. & Alaba A. (2016) Total Quality Management as A Vital Tool For Achieving Organizational Effectiveness of Primary Education In Nigeria In Journal of Excellence in Teaching Learning and Scholarship JETLS. (2)2 30-45

Philosophical Assessment of Liberal Education and the Actualization of Free and Compulsory Basic Education in Nigeria

JOSEPH MAINA MUSA, JOSHUA ISA
University of Jos, Nigeria

Abstract. This paper philosophically assessed liberal education and the actualization of free education in Nigeria. Liberal education was conceived as free education from the Latin etymology, “liber” or “liberalis”. It is an education that broadens the learner’s knowledge for the purpose of liberating him from ignorance, illiteracy, indoctrination, dogmatism and poverty of knowledge. Besides the above, the issue of free and compulsory education in Nigeria was expounded in connection to the present Universal Basic Education (UBE) programme in Nigeria which has its roots from Universal Primary Education (UPE). To this end, references were made to the relevant sections of the 1999 Constitution of the Federal Republic of Nigeria, the National Policy on Education (NPE) as well as the Universal Basic Education Commission’s flagship programme document. It was discovered that the free and compulsory basic education at the moment has not been able to liberate young Nigerians from poverty of knowledge, dogmatism and indoctrination, considering the actualization of its objectives. Constraints to the actualization of free and compulsory education in Nigeria were identified as corruption, inadequate funding and ethno-religious and political crises among others. Recommendations were therefore made in respect to the constraints which include the call on government to sincerely intensify the fight against corruption, particularly in our educational system, priority should be given to proper funding of education through sufficient budgetary allocations among others. Finally, it was concluded that Nigeria was passing through the wind of change politically, socially and economically. Therefore we need a form of education that will liberate us from certain dogmas, illiteracy and indoctrinations as explicated in the paper.

1. Introduction

Education is a catalyst for the development every sentient Society. The crave for it has inspired every legitimate government of the World to lay claim to its attainment by the citizens of such nations of as one of the key levers that propel economic and political development. Consequently, chunk of such countries budgetary allocations are channeled to the provision of quality education.

From the above, various policies and programmes are embarked upon to ensure that educational opportunities are provided for easy access to education by citizens of the nations concerned. For example, the Nigerian government in 1976 embarked on an educational programme tagged the Universal Free Primary Education (UPE) as a national education programme after its successful implementation by the then Western Regional Government in Nigeria in 1955 (Fafunwa, 1974) and (Ogunsanmi, 2014).

In 2004, the Universal Basic Education Commission (UBEC) was established by an Act of the National Assembly. The Act provides for “Compulsory, Free Universal Basic Education for all children of primary and junior secondary school age in the Federal Republic of Nigeria” (Federal Republic of Nigeria, 2004:1). All these efforts are geared towards making education accessible to Nigerians, hence liberal education which is expected to be free in actual sense in order to achieve this feat.

2. Liberal Education

Etymologically, the concept “liberal” is a derivation of the Latin words “liber” or “liberalis”, meaning free or Freedom or Liberty (Dictionary.com 2017). Accordingly, the Wikipedia (2017) has conceived liberal education as a “system or course of education

suitable for the cultivation of free human being". The defining characteristic in the above conception of liberal education is freedom which is the ability of an individual to make choices devoid of certain constraints. However, in the real sense of freeness, human beings cannot be limitlessly free to choose to act the way they so wish without any form of constraint(s). This is because if freedom entails acting without constraint(s), the society is then exposed to eminent anarchy. Accordingly, Musa (2008) aptly argued that "if we are to boundlessly act, we are at liberty to act wrongly even if it is at the expense of other society members who favour right action and have equal freedom to do so". Unconstraint freedom implies wrong justification of religious and political extremism, for example, which culminate into acts of terrorism and assassinations. Describing further, the Wikipedia (2017) contended that

Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a stronger sense of values, ethics, and civic engagement characterized by challenging encounters with important issues, and more a way of studying than a specific course or field of study.

From the foregoing, liberal education is concerned with broadening a person's general knowledge and experience rather than strictly with technical or professional experience. It is aimed at liberating the mind from the imprisonment of dogmatic indoctrinations which could be political, religious or even cultural as the case may be in the present dispensation of religious and political intriguing and ethnic divides.

It is necessary in this discourse to have a brief historical philosophical analysis of liberal education as put forward by Schofield (1974: 149-150). This will provide us with clearer understanding. The Greeks were concerned primarily with the consideration that human personality should develop freely and should be guided by reason rather than by some limited constraints on the belief in individual rights and moral freedom and responsibilities. Contrarily, the minds of the Eastern people were full of superstition and timidity that hampered individual development unlike their Greek counterpart.

In the Western world, as obtainable in the Middle Ages, the doctrine and dogma of the Church were constraints on individual thinking and freedom of thought. In this

case, people acted blindly in outright obedience, not because of the fact that they were guided by reason. The Greeks were concerned, on the other hand, to free the mind from error, believing in the intellectual freedom that would culminate into rational decision making towards issues pertaining life.

Intellectual freedom allows an individual to engage in argument to its logical conclusion in the light of rational reasoning. As for the Greeks, it was reason and not the dictates of the church which directed behaviours. It is in this perspective that Socrates contended that knowledge is virtue and an individual cannot commit evil willingly. By this token, he meant that reason frees the mind from ignorance and when an individual knows what is wrong and right, he will implicitly do what is right because to do any wrong is not rational. Socrates may be challenged on this position. How for instance can Socrates explain why corruption, ethno-religious crises and political violence are still prevalent in Nigeria today in spite of our level of educational attainment as a country? Are the perpetrators or their sponsors not knowledgeable on what is right and wrong? Could it be that our education system is not liberal enough to free us from ignorance and poverty of the knowledge of ethical values?

In the present dispensation, it is pertinent to assert that education aims at making an individual to make free choices concerning morality, for instance, instead of making responses without actual understanding the reason(s) for such choices, education in this perspective becomes a liberating agent for the individual, hence liberal education according to Schofield (1974) "is education for its sake and not for what it is used for. It is an intrinsic form of education that is valuable in itself quite apart from any utilitarian considerations."

3. Universal Basic Education in Nigeria: A Form of Liberal Education?

The Universal Basic Education (UBE) in Nigeria can be originally traced to the Universal Primary Education (UPE) programme which was initially launched by the then Western Region Government led by the Premier of the old Western Region, Obafemi Awolowo in 1955 (Fafunwa 1974). This led to the launch of the programme by the then Military Government led by Olusegun Obasanjo in 1976 after its success in the Western Region. Like in the West, the programme witnessed massive school enrolment of children and employment of teachers to ensure that children had access to tuition free primary education as reported by

Adewole in Gbari (2014). The programme failed as a result of inadequate funding by the very architect of the programme, the Federal Government (Gbari, 2014).

The 1999 Constitution of the Federal Republic of Nigeria has made provision for free and compulsory basic education amongst other educational objectives. It provides as follows:

- Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- Government shall strive to eradicate illiteracy; and to this end, government shall as and when practicable provide:
- Free, compulsory and universal primary education;
- Free secondary education
- Free universal education; and
- Free adult and literacy programme (FRN, UBE, 2004:1)

The Universal Basic Education (UBE) was launched in 1999, precisely in Sokoto and enacted into law in 2004 by an Act of the National Assembly; known as the Compulsory, Free Basic Education Act 2004 (FRN, NPE 2009). According to the Federal Republic of Nigeria, (2009), Basic education is the education given to children aged 0-15 years. It encompasses early Childhood Education (0-5). This is segmented into 0-3 years situated in daycare or crèches fully in the hands of private sector and social development service whilst ages 3-5 are within the formal education sector and 9 years of formal schooling. However, in consonance with the NPE and the relevant laws, the UBE is aimed at:

- Ensuring an uninterrupted access to 9 year formal education by providing free, compulsory UBE for every child of school going age.
- Reducing school drop-out and improving relevance, quality and efficiency; and
- Acquisition of literacy, numeracy, life skills and values for life-long education and useful living. (FRN, 2004:1).

The Federal Government however, noted on the legal justification of the UBE that even though the Constitution has imposed a duty on all the three tiers of Government to strive to eradicate illiteracy and provide free and compulsory basic education, this Educational Objectives is non-justiciable. In other words, the provisions of that Section cannot be challenged or

enforced in any Court of law by any person or authority (FRN, UBEC, 2004:2).

In response to the question raised earlier on whether UBE is a form of liberal education, in the opinion of this paper based on the objectives of the UBE as stated earlier in this work vis- a- vis liberal education, UBE is of course a form of liberal education since its objectives are anchored on acquisition of literacy, numeracy, life skills and values for lifelong education and useful living among other objectives as discussed earlier, which is aimed at liberating the mind from illiteracy, ignorance, indoctrination, dogmatism and idle mindedness which is often described as the devil's workshop. This culminates into rational decision making which liberal education stands for.

4. Assessment of the Free and Compulsory Basic Education Programme Initiative in Nigeria

The issues concerning education in Nigeria are clearly embedded in the concurrent list in respect to areas of jurisdiction as far as education is concerned. What this means is that all the tiers of government namely federal, states and local government areas can legislate on matters relating to education in the country. This explains the crucial role education plays in the life of a nation such that it cannot be left in the hands of only a tier of government.

It is on the basis of the above that the Nigerian government passed the compulsory education law in which children within certain age range must attend school provided that they are of school going age as stipulated by the law establishing the UBE programme. Compulsory education therefore refers to a period of educational attendance required of all students (learners) which is imposed by law and the period of compulsory education is determined by the student's age (Wikipedia, 2017). However, if the government considers itself as the protector of the rights of children by which it justifies making education compulsory, this is commendable but as it were, it should be done in consultation with the children and where the government single handedly imposes the compulsion law, it becomes unprogressive (Musa 2006).

In addition to the position of the government pronouncement that education is free, it is also compulsory. This is self contradictory because it is difficult to discern that something is free and yet compulsory at the same time. The policy statement in

the UBE Act stipulates penalties for parents who fail to comply with its provision on grounds that education is compulsory. In the light of this, for instance, on first conviction, a parent is to be reprimanded; on second conviction, to a fine of two thousand naira (#2,000:00) or imprisonment for a term of one month or both and on subsequent conviction, to a fine of five thousand naira (#5,000:00) or imprisonment for a term of two months or to both (FRN, UBEC 2004). In consideration of the above, how many parents or guardians have been prosecuted so far for failing to send their children to school compulsorily in compliance to the stipulated UBE Act?

In a similar development, if the Government is to prosecute parents who fail to send their children to school and subsequently asserts that it (government) cannot be challenged in court for failing to implement the compulsory education programme according to the relevant laws, then the implementation of the compulsory education will be very difficult if not impossible as it has become the case of do as I say but not as I do, since the law maker and implementer is above the law as no provision is made for the Government or its Agencies to be prosecuted for failing on its own part to implement the compulsory education as a matter of expediency. This is already a form of injustice in the pursuit of justice for the Nigerian child if the compulsory education programme is actually aimed at making him access basic education in order to liberate him from illiteracy and ignorance as a matter of right.

Concerning the area of the implementation of the compulsory education, Musa (2006) argued that “like free primary education, the compulsory education ends up in policy documents that are yet to be implemented. The reason is that it remains a common thing to see children of school age hawking various things on the streets during school hours”. This is in addition to engagement of the children in activities such as farming, hunting, bus conductors, European football gambling such as surebet, accessbet and 9jabet, errand boys and girls as well as wheel barrow pushing during school hours. Impliedly, this category of Nigerian population that forms the future of this country is simply out of school. Supporting this, the global data recently released by UNESCO as quoted by Tayo (2017) shows that “an estimated 61 million children of primary school age are being denied their right to education. Nigeria alone is home to an estimated 10.5million out of school children”. With the above

scenario in our hands, how compulsory is the free education when many children who are the target group of the programme have no access to the basic education? But then, what could be the cause of the above scenario?

Responding to the above question, Musa (2006) opined that “because of the prevailing unemployment saga, a parent might want his child to learn occupations like carpentry, brick-laying or road-side mechanic” which in the view of the parent would be more important than sending the child to school which gestation period is too long for its benefits to be enjoyed compared to the aforementioned occupations. This aside, ignorance can also cause a parent to withhold his child from primary education and the subsequent levels that build on it (Musa 2006). Accepting this view, Adewale, while quoting Helvetius as cited by Musa (2006) affirmed that “parents who are ignorant of the value of education believe that children are born ignorant, not stupid: it is formal education that makes them stupid”. In a situation where children are ignorant and do not have knowledge such that is provided in the formal school system, they remain comfortable since they are not aware of their plight that calls for liberation, a situation the UBE programme stands to fight against.

From the above position, for the implementation of the compulsory education to be possible, massive awareness campaign on the value of education to the individual and the society needs to be carried out on a very wide range across the country, especially among the ignorant population. No doubt, the lack or inadequate awareness campaign could be part of the reasons that accounts for the difficulty presently encountered in the implementation of the UBE programme in Nigeria.

Owing to poverty level of the people, according to Musa as quoted by Gbari (2014), “the National Policy on Education calls for compulsory education at the basic level along with free tuition fee. The assumption is the removal of the tuition fee will reduce the burden from the parents. On the other hand according to him, the tuition fee amounts to only 2% of the total cost of education”. There are other incidental costs such as PTA, sports, laboratory, uniforms, books, health and science levies among other financial obligations which constitute over 90% of the child’s expenses in education which are borne by the parents. With the above situation can we say that education is free indeed and such that

can achieve the UBE objectives and thereby liberate the children from poverty of knowledge?

In some states in Nigeria, governments have returned schools to their original owners, mostly religious organizations, private individuals and corporate organizations with the view to raise moral standards of the citizens. What is the implication of these steps in implementing the UBE programme? Are these schools also free when their owners are expected to raise funds to foot the wage bills of their workers for services rendered, especially teachers? Can the government also compel the proprietors of private schools all over the country to provide free education programme in a free and democratic nation like Nigeria that guarantees freedom of ownership of enterprises, as provided in the nation's NPE?

5. Constraints to the Actualization of Free and Compulsory Liberal Universal Basic Education in Nigeria

The implementation of the free education programme in Nigeria which is expected to be compulsory as well has become a mirage owing to some teething factors that militate against its actualization. These factors which are otherwise referred to as constraints are discussed below.

Corruption: This is a general phenomenon in Nigeria which cuts across almost all sectors of the economy and education in particular is not an exception. For instance, funds that are appropriated for the execution of educational programmes are either misappropriated or embezzled for personal and selfish interests by relevant authorities vested with such responsibility of executing the laudable programmes, thereby frustrating the implementation of Universal Basic Education programme in the country. Bringing this down to the school system, for instance, Musa (2006) noted that “the corruption of continuous assessment practice gives birth to fake school leaving certificate results, which are in turn wrongly used in placing primary school leavers into secondary schools”. This explains why children who complete junior secondary schools in their large number cannot construct simple sentence properly or write a simple letter, not to talk of answering questions from given comprehension passages in English Language in spite of their very good scores obtained that earned them placements into senior secondary schools after writing the Basic Certificate Examination (BECE).

Funding: Virtually, no sector of the economy can function optimally without funding. The issue of funding education in Nigeria is so pathetic. In fact this issue has been one of the reasons of ASUU, ASUUP and COEASU strikes in this country in addition to many industrial actions by secondary and primary schools teachers for the same reason. In this guise, even if education is tuition free and learners are adequately provided all they need in order to learn smoothly, and the welfare of teachers is not accorded significant priority as at when due, we will still have problem because it is not only about learners, but the whole system of education. This apart, the UBE programme is a tripartite venture involving the Federal, States and Local Government Councils. Instances abound of some states not being able to make their counterpart contributions to the UBE joint purse as provided by the Act establishing it as envisaged in the criteria for accessing and utilization of the UBE matching grant. This has left many states incapacitated to access the accumulated funds for their respective states and Local Government Councils which has hampered the smooth actualization of the free and compulsory education in the country.

Ethno-Religions and Political Crises: The Country is engulfed by incessant crises of different types and varying magnitudes. Examples of such crises include those orchestrated by the Islamic religious sect known as “Boko Haram” which means Western education is forbidden, herdsmen versus farmers’ clashes, Niger Delta militancy, Movement for the Actualization of Sovereign State of Biafra (MASSOB), Indigenous People of Biafra (IPOB) agitation and the recent killings in Southern parts of Kaduna. The nefarious activities of the aforementioned have led to the loss of human lives, property, livestock, and many farmlands/produce. The insecurity situation has turned many people, mostly women and children to refugees and internally displaced persons (IDPs), in their large numbers in various refugees’ camps. In some instances, schools are used as refugees’ camps. The resultant effect of this is that, many children are out of school and the hope for basic education to liberate them from mental, psychological, political and economic bondage as well as ignorance through liberal education is in serious doubt.

Inadequate Qualified Teachers: In many instances, teachers are not available to teach in the UBE schools. Affirming this position, the UBE flagship programme of the Federal Government (2004) asserted that the “UBE

programme is in dire need of 40,000 qualified teachers.” Accordingly, Musa and Isa (2017) noted that “even the available ones may not be qualified to teach in Junior Secondary Schools talk more of Senior Secondary Schools”. Apart from the above, in some instances teachers are employed by parents under the Parents Teachers Association (PTA) to augment the shortage of manpower situation in schools. Some of these teachers do not have the requisite academic backgrounds to teach. For instance, they cannot break the scheme of work, write lesson plan, mark and compute class attendance register. Yet the schools are owned and controlled by the government under the free and compulsory programme initiative.

Dearth of infrastructure constitutes another constraint to the actualization of free education in the country. In some states of the federation, governments establish schools by mere pronouncement to that effect. The burden of building classrooms, offices, provision of teaching and learning materials, (such as books, chalk, and instructional materials), toilet facilities, sports equipments, and many more are borne by the parents under the auspices of Parents Teachers Association (PTA). The issue of infrastructural development in Nigerian schools is so pathetic that teachers, especially at the primary and secondary levels, it is common to see them striving to cope with learners under trees and dilapidated classrooms with the learners sitting on the floor if at all the classrooms are provided (Isa 2015, pp.181-182).

Poor teachers’ remunerations constitute a threat to smooth implementation of free education in Nigeria. Often times, the salaries of teachers, especially at the primary school level, which according to Isa (2015), “are delayed for many months before being paid. This is done only in the face of strike actions embarked by the teachers as last option to press home the demand of their legitimate entitlements.” The issue of paying teachers’ salaries in percentages at the primary school level in some states including Nasarawa has further compounded the problems faced in actualizing the free and compulsory liberal education in Nigeria. The issue now has become that of percentage salary, percentage work and such is the situation at the moment in some states of the federation as earlier pointed out. The Nigerian child is always at the receiving end, considering the above scenario.

6. Conclusion

Nigeria is a signatory to the UN Resolution on education as a right of the world citizens. Affirming this position, the country clearly spelt out in the constitution, the NPE and the UBE Act that education is free. This is with the view of actualizing the dream of making education accessible to all her citizens as a matter of right hence the free and compulsory education policy initiative, particularly at the primary and junior secondary level. Unfortunately, this is far from being achieved as envisaged in the discussion in this paper.

7. Recommendations

Having assessed the educational situation in the country against the backdrop of the provision of liberal education through the free and compulsory education policy of the Nigerian government, and the attendant constraints as expounded in this article, the following recommendations are made:

- Government should sincerely intensify the fight against corruption, particularly in our educational system. Funds budgeted for the execution of education projects and programmes should be judiciously channeled for such purposes. Saboteurs should be justly prosecuted through the relevant laws of the land.
- Government should give priority to the funding of education through sufficient budgetary allocation to the sector as recommended by UNESCO which advocated for 26% of the entire budgets of all nations of the world to be allocated to education.
- There should be clearer redefinition of “free and compulsory education”, where implementation can be possible. The position of government should be clear and understandable. For instance, is it free education or tuition free education? If education is compulsory and erring parents are expected to be prosecuted, why would Government not be prosecuted for erring too? This is because the legal justification of the UBE Act has prohibited Nigerians from prosecuting the government when it fails to provide free and compulsory education to Nigerians of school age as matter of duty.
- On the issue of ethno-religious and political crises, government should intensify and

expedite efforts to bring an end to these ugly trends. No meaningful progress can be achieved, especially in terms of provision of liberal (free) education in an unsecured atmosphere of the country. Perpetrators should be faithfully prosecuted according to the relevant laws.

- Qualified teachers should be employed. This is besides good remunerations so as to boost their morale and also to prevent the brain-drain syndrome where teachers who are really qualified to teach leave the teaching work for other seemingly greener pasture elsewhere.
- Those state Governments that refuse to pay their counterpart UBE funds to the joint UBE purse should be compelled to make such contributions so as to enable them access the accumulated funds. This may be done through the Act of the National Assembly to that effect.
- The absence, near absence or poor infrastructural situation can be improved through patriotic and pragmatic approach by the government which can be done through building of infrastructures in schools beyond mere pronouncement of establishment of schools without any efforts to provide structures and other needs of the schools, so as to improve the quality of education in the country.
- The issue of automatic promotion of learners to the next class should be revisited to ensure quality. Pupils/Students should, as a matter of quality educational policy, be made to repeat if they cannot perform to expectation. Once learners know they will be promoted to the next class automatically even if they fail, they will not take their study serious, since failing examination will not deter them from moving to the next class.

References

Dictionary.com. Retrieved online form [Dictionary.com>browse>liberal](http://Dictionary.com/browse/liberal) on February 1st, 2017.

Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: George Allen & Unwin Ltd.

Federal Republic of Nigeria (FRN) (1999). *Constitution of the Federal Republic of Nigeria*. Lagos: Federal Government Press.

Federal Republic of Nigeria (FRN) (2009). *National Policy on Education (5th Edition)* Yaba-Lagos: NERDC Press.

Federal Republic of Nigeria (FRN) (2014). *Universal Basic Education. UBE: A Flagship Programme of the Federal Government of Nigeria*. Abuja: Universal Basic Education Commission.

Gbari, U.S. (2014). *Philosophical Evaluation of Education Reform in Nigeria*. A Thesis Submitted to the School of Post-Graduate Studies, Nasarawa State University, Keffi, in Partial Fulfillment of the Requirement for the Award of Doctor of Philosophy in Philosophy of Education.

Isa, J. (2015). *Teaching in Nigeria: A Profession or just a Job?* In Eze, S. K. N; Achuonye, K. A. and Uzoechina, G. O. (Eds). *Teacher Education in Nigeria: Innovations and Reforms*. Onitsha: Global Academic Group Online Resources.

Musa, J.M. (2008). *Rudiments of Philosophy of Education*. Pankshin: Eureka Academic Foundations

Musa, J.M. (2006). *Implementation of progressivism in Nigerian education: An Assessment*. A Thesis submitted to the School of Post-Graduate Studies, University of Jos, in partial Fulfillment of the Requirement for the Award of Doctor of Philosophy in Philosophy of Education

Musa, J. M. & Isa, J. (2016). *Self-reliance and Secondary School Education in Nigeria: The Dilemma of the School Leaver*. *Journal of Educational Studies*. 16 (2). Garki Abuja: Ya-Byangs Publishers.

Ogunsanmi, J. O. (2014). *Universal Primary Education Academic Journals*. Retrieved online from: Academic Journal article on January 27, 2017.

Scholfield, H. (197). *The Philosophy of Education: An Introduction*. London: George Allen and Unwin Ltd.

Tayo, E. J. (2017). *Universal Basic Education in Nigeria*. Retrieved online form: www.yourcomonwealth.org, on February 2, 2017.

Wikipedia, the free encyclopedia. Retrieved online from: Wikipedia>wiki>liberal education on January, 19th 2017.

Relevance, Implementation and Challenges of Integrated Science Teacher Programme in Nigerian Universities.

BASH ASABE EDWARD, KABANG BAYARA AYUBA, AGBO FELICIA
University of Jos, Nigeria

Abstract. This study focused on the relevance, implementation and challenges of integrated science teacher training programme in Nigerian Universities. The paper focused on the concept, relevance, challenges, teachers training curriculum, it is observed that the curriculum is rich and update as it has provisions for security, safety, diseases control, and implementation. The researchers profound some way forward toward improving the implementations as; National effort should be launched to address factors hindering students in technology and science, the cost charged on research science books should be bore by government. The researchers dare to point out that “those who refuse to change will remain in chain.

Keywords: Relevance, implementations, Challenges, Integrated science, Teachers programmes and Nigeria universities

1. Introduction

Education in Nigeria is an instrument “par excellence” for effecting national development. As such it has observed active participation by non-governmental agencies communities and individuals as well as government intervention. Education is a vital ingredient to the development of all societies. All participants in, and contributors to higher education are engaged in an enterprise which is crucial to societies cooperation, interchange of ideas and experiences.

Tertiary institutes by virtue of their essence and programmes, have visions and missions that center on knowledge generation, dissemination and application of same fore sustainability and development. Also they

have as their focus the development of individuals and the society in which they exist. Since individuals have wide range of interests and abilities, they live in a dynamic society, programme of tertiary institutions are bound to be varied and capable of meeting individual needs. All aspects of human endeavour make up the target for which programmes are designed in tertiary institutions. In the same vein, Osuala (2004) affirmed that educational programme provide help to all students who attend the basic knowledge, skills, abilities, understanding and attitudes that will enable them to become worthy human beings and effective member of the society Ben (2011) expresses that the essence for tertiary education is to make preparation for the survival of the society through:

- Manpower development for all sectors of the economy and education.
- Research and development for the sustainable development of society and for the improvement of life generally in society.
- Survival of individuals and society through inculcation of proper values as enshrined in the (National policy on education in 2004).

The Nigerian educational system has gone through several development and changes most especially in curriculum issues. The selection and organization of curriculum content is one of the problems associated with the system. Science education being the gateway to the survival of nations scientifically and technologically is achieved through science literacy for which integrated science is one.

Consequently, the Nigerian government in fostering the citizens’ interest in science and as a career formulated a

policy of 60% of admission into tertiary institutions to be science and 40% for arts and social science courses. *Consequently, the Federal Government of Nigerian through her policy of 60% admission into tertiary institutions for science based courses and 40% for arts and social science courses is fostering citizens' interest in science.*

However, Ajibola (2008) laments that this great effort has not yielded much as fewer students still opt to study science. This deficiency he attributed to lack of solid basic foundation in science which points to integrated science as a course. If a child is not grounded in integrated science at this lower basic level, he/she might not show interest in offering core science courses in Biology, Physics and Chemistry.

Integrated science programme is integration of various sciences as well as process through which the spirit of inquiry and other important psychomotor skills can be taught to student's right from primary schools, JS and SS level. At the universities, teachers are produced for this job.

2. The Philosophy and objectives of Integrated Science Teacher Education Curriculum

Nigeria integrated science Teacher Education Project (1983) described integrated science as a course in which various concepts in basic sciences like geography, public health, physics, chemistry, biology and so on are integrated to produce curriculum which when taught, an individual with an integrated conception of science, who will be capable of teaching integrated sciences as a core subject in universities .

NCCE (2008) anchored the philosophy of integrated science on the following areas:

- Fundamental unity of science
- The use of scientific method as a common approach in solving problems of scientific nature
- The role and functions of science in everyday life.

The same NCCE (2008) outlined the objectives of integrated science teacher Training as follows:

- Enabling students gain the concepts of the fundamental unity of science.
- Instilling in student's a commonality of approach to problems of a scientific method.

- Increasing student's understanding of the role and functions of science in everyday life and in world which they live.
- Making the students well informed and scientifically literate
- Enabling students acquire and demonstrate the intellectual competence and professional skills necessary - for the teaching of integrated science.
- Development in teachers the ability to impart and encourage in their students as an inquiry-based subject in the conformity with the national curriculum.
- Developing the ability and motivation in students tow work and think in the independent manner.
- Enabling students carry out scientific investigations, emphasizing cooperation and development of appropriate scientific process and skills and improving their written and oral communication skills.

The philosophy and objectives of integrates science are further more based upon six themes as cited by Dogara (2006) some of the themes include the following:

- Living things and the environment
- Non-living things in the environment
- Controlling the environment.

The programmes in tertiary education can be judged for relevance to the needs of every changing society and as such the integrated science program should be made relevant to the development of the society. Judging the teacher training curriculum, it is relevant to the needs of the safety, disease control, conflict resolution and entrepreneur for self-reliance. Industries are interested in the products of the universities by integrating with the materials goods and services made available to it. It is no longer news that implementation of the package is facing some problems and this has limited the effective implementation of the integrated science teacher running curriculum:

- Lack of finance,
- low status of teaching profession in the society,
- the urge to attain the ultimate within a short time

Ivowi (2011) in Ben (2011) laments that sufficient evidence now exists from research findings that teaching Integrated science is still basically done through the lecture method as against the student

activity oriented strategy. This brings to mind a lot of questions on why curriculum implementers do not perform to the level expected by the curriculum developers.

- Do teachers not have enough competencies in the content area of the subject; are they sufficiently tried in pedagogy?
- Are they aware of the objectives of the policy and the course they are called upon to teach?
- Are they aware of the objectives of the policy and the course they are called upon to teach?
- Are teachers sufficiently motivated to do their work?

For lack of adequate implementation of the integrated science teacher training curriculum, it is expected that every teacher that has gone through this integrated science curriculum should be adequate in the content area of appropriate and adequate teachers in the subject and lack of appropriate and adequate teachers in the subject area, and this encourages wrong hearing and lack of good training in pedagogy, also, it is noted that sufficient in-service and orientation courses are not held regulatory for lecturers and lack of sponsorship to international and national conference. The paper sought to look at the concept of relevance, and implementation challenges and way forward.

3. Concept of Relevance

According to Longman English Dictionary (2001) relevance is something directly related connected or pertinent to the present. But in the Collegiate Thesaurus (1993), relevance is applicability, appropriateness, fitness and usefulness. The relevance of higher education in Nigeria according to Education sector status Report, FRN, (2013) is to promote the life of the mind through intellectual inquiry and to generate store and transmit specialized knowledge and sophisticated expertise, higher forms of culture and ethical basis of conduct, these missions are pursued by universities through teaching, research, publication and community service. The distinguishing mark of the University with regard to teaching is the award of degrees which symbolizes admittance of the earner to the community of the transaction of developing and spreading of knowledge. In order to function properly, universities generally exercise self-regulation in academic matters.

Due to the availability of manpower and material resources, plan is now on ground to involve the polytechnics, colleges of education and the National

Open University of Nigeria (NOUN) to run similar functions as the universities. The university education according to the national Policy on education FRN, (2013), contributes to national development by:

- Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation.
- Making professional course content to reflect the national requirements.
- Making all students, as part of general programme of all round improvement in university education, to offer general study courses such as history ideas, philosophy of knowledge and nationalism.

4. Implementation of Higher Education

Amadi (1993), defines curriculum implementation as “that stage in the curriculum process and system whereby all the relevant curriculum input are brought into direct contact, with the learners through a wide variety of activities, so that learning experiences and mastery can be maximized at a minimal cost”. Implementation from this understanding therefore weaves the instruction matter (subject matter), materials and method together produce desired learning experiences. The main focus of implementation is the “learner” and the most important person in the curriculum implementation is the “teacher” (the implementer). The extent of this implementation as observed by the researcher is not satisfactory and this motivated the researcher to investigate, to ascertain the adequacy of qualified integrated science teachers and their competencies, the use of stipulated methods, availability of resource materials and the adequacy of supervision by government agencies.

The National Policy on Education provides broad educational objectives for the country in the hope that the fulfillment of such objective would lead to quality education and a general development of the nation. Since the higher education is very crucial, particular attention has been paid to this level, in the provision of new emphasis on the curriculum.

The formulation of the policy has resulted from series of dialogue between federal and state ministries of education officials, universities and other educational institutions to find alternative sources of financing education, in organizing two national workshops to plan the strategy for take-off of the new system and in monitoring the commencement of the policy itself.

In terms of the strategies adopted in translating the provisions of the policy into action in school programmes, some steps are obvious. These are the development of suitable syllabuses and instructional materials; preparation of teachers for the new system, and provision of learning facilities in schools. All these stages need to be completed and coordinated in order to ensure that the desired goals have a chance of being achieved. Hence the training of integrated science teachers in universities are made for proper implementation of science curriculum at all levels of educational system.

5. Important factors in the Teaching of Science

For effective implementation of any curriculum, must focus attention is on teacher's preparation for its implementation to be meaningful. The preparation of teachers in this case took forms, producing new teachers to meet the orientation courses for existing teachers to introduce the new programme for them.

Facilities: The facilities for teaching science could be seen ways: infrastructural (such as textbooks. The building of functional laboratories has to be recommended for the programme.

Equipment in universities should be available for proper implementation. Institutions should have adequate supply of equipment and obsolete equipment. It should be immediately replaced with current ones. For any instituting to be effective for teaching learning, equipment need to be on ground.

Availability of funds: The implementation of integrated science will depend on the availability of the funds to cater for the welfare of the institution. Funding is the most important elements of the success of education.

Challenges of Higher Education

The University education is faced with a lot of challenges resulting in the production of poor quality graduated who may not be able to effectively hold executive positions in the public service in the future. These problems manifests variously as staff and student indiscipline, poor remuneration and poor service conditions, dilapidated facilities, bad administration, poor funding, enrolment expansion beyond the capacity of facilities, cultism, examination malpractice, strike actions, crises of succession of vice-chancellors, sexual harassment, drug abuse and apathy to work and learning. Among the multifaceted problems of the

Nigerian universities, cultism, examination malpractice and conflict between staff unions and management appear to pose the greatest danger to the future of Nigeria (Yoloye, 2002).

In 1993-May 2003, public Universities in Nigeria remained closed for about 33 months due to progressive reformulation of collective bargaining issues by university staff unions (FMNE, 2003). These have badly affected the quality of education and the future of students in no small measure. On account of this, the credibility of degree qualifications is fast becoming untenable (FME, 2003).

Furthermore, the problem of inadequate funding of public universities has been seen as the prime cause of problems of the universities. The recent position of the Academic staff union of universities (ASUU) is that both the federal funded by the federal government. ASUU hold that the real value of current funding is low in terms of purchasing power due to the progressive devaluation of the local currency and inflationary trends.

This is not all; there is inadequate focus on relevance utilitarian research, scholarship and creative work leading to low output of books and low impact on the direction of national development (FME, 2003).

Over the years, many commissions have been set up to redress the problems but they appear not to have succeeded due to proper implementation of recommendations.

6. Conclusion

The study discovered that there is an inadequate facility for effective teaching of integrated science in the universities as funds given is inadequate; the course of study given if followed will bring tremendous change in the technological age. The introduction of integrated, science in the education system is a worthwhile investment as seen from this discussion, although there are challenges, therefore, to make more effective, government should give full support to institution financially to enable them produce better teachers in future.

7. The Way Forward

The way forward to the restoration of normalcy in the university system appears to be through implementation

of the plan of action. In addition, it may be necessary to consider that:

- The existing rigidities in the university education system which serve to hinder students' academic mobility should be relaxed by the adoption of the practice of programme articulation and credit transfer as is characteristic of university education in other countries.
- The study of all types of technology should culminate in the university as the mission of the university is to generate and transmit specialized knowledge and sophisticated expertise.
- A book policy should be developed whereby the cost of book production particularly in the technology and science is borne by government under special copyright agreement to that effect. This is because books in technology and science have discouraging narrow and unprofitable sales market and some authors do not have the capacity to fund their book production. For this reason, a National Book Trust Fund should be set up in NERDC to manage technology and sciences have discouragingly books in technology and agreement to that effect. This is because books in technology and science have discouragingly in narrow and unprofitable sales market and some authors do have the capacity to fund their book production. For this reason, a National Book Trust Fund should be set up in NERDC to manage technology and science book production for which government should bear the cost.
- A national effort should be launched to address factors hindering student's participation in technology and science education in the universities. The funding of physical development and operation of public universities should be on the basis of student per capita costs developed by the national university commission (NUC) from time to time and optimum student population.

References

- Amadi, I.E. (1993). *Curriculum Development Implementation and Evaluation; The Nigerian Experience*. Owerri, University Press Plc.
- Ben B. A. (2011). *Perspectives on Education and Science Teaching*. Lagos.
- Collegiate Thesaurus (1993). *A Breakthrough in the Concept of Thesaurus*. London: Science Education Limited.
- Dogora M.M. (2006). *Guidelines for Organizing Activities in Integrated Science Classrooms*. Kano; Tunlad prints and publishing Company.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Abuja; NERDC Press.
- F.M.E. (2003). *Education Sector Status Report in Nigeria*. Abuja (UNESCO) Japan Trust Fund.
- Longman (2001). *Dictionary of Contemporary English*. Pearson Education Ltd
- Obanya, P.A.I. (2007). *Thinking, Talking and Education*. Ibadan: Evans Brothers Publishers.
- Osuala, E.C. (2004). *Foundations of Vocational Education*. Enugu: Chelton Agency Ltd.
- Yoloye, E. (2002). Problems of Education in Nigeria FME, Unpublished FSA Paper.

Part Five

Educational Technology

Teachers' Perceived Challenges of Using ICT in Teaching Secondary School Social Science Subjects in Ilorin, Nigeria

ISSA NASIRU OLOKOoba, ROTIMI WILLIAM OKUNLOYE
ALIYU A. ABDULSALAM, IDAYAT NIKE BALOGUN
University of Ilorin, Nigeria.

Abstract. Information and Communication Technology (ICT) has contributed immensely to human learning and teaching by simplifying difficult concept and enhancing accessibility to contemporary data and developments in human societies in all fields and forms of knowledge, especially social sciences which study human interaction in time and space. However, developing countries such as Nigeria have been experiencing challenges in other sectors that are ICT driven. Therefore, it is necessary to ascertain the nature of these challenges in the school system where it has become a set of tool used by teachers for enhancing learnability of school curriculum and improving academic achievement. Therefore, this study examined the teachers' perceived challenges of using ICT in teaching secondary school Social Studies Subjects in Ilorin, Nigeria. Specifically, the study identified the teachers' perceived challenges of ICT use in social science subjects in classroom situations and influence of gender and school proprietorship on the challenges. Descriptive survey research design was employed. Population for this study comprised all social science teachers in Ilorin. The sample for this study comprised 300 respondents through a stratified random sampling technique. A questionnaire titled "Challenges of using ICT in Secondary Schools (CICTSS)" was used. Its reliability was obtained using the test-retest method index of 0.78. Three research questions were raised, a research question was answered using mean and standard deviation while two

corresponding hypotheses were tested using t-test statistic. Findings of the study showed that many challenges such as unavailability of computer laboratory, lack of instructional software, the inefficiency of teachers' technical knowledge, irregular power supply and poor maintenance of computer systems are the constraints in use of ICT facilities by social science teachers. The study also revealed that there is no statistically significant difference between male and female ($t=0.29$, $p>0.05$), and private and public social science teachers ($t=0.26$, $p>0.05$) on the challenges associated with the use of ICT facilities in schools. Based on these findings, it was recommended among other that regular workshops, seminars, and in-service training should be organised to improve teachers' efficiency on the usage of ICT.

Keywords: Challenges, Social Science Teachers, Information and Communication Technology, Secondary Schools

Introduction

Education is an indispensable instrument for human capacity-building and capital development. This informed the innovation and innovation diffusion of information and communication Technology (ICT) related teaching strategies and learning styles in the school system at all levels of education for teaching and learning effectiveness. Social science-based school subjects in Basic and

senior secondary school curricula and examinations syllabi actually recommended the use of ICT-related strategies and instructional resources for enhanced teaching-learning effectiveness. However, teachers and students of social science subjects need to access contemporary data on humans in society hosted in Social statistics that are hosted in different websites by using ICT materials. Accessing ICT driven instructional materials are therefore very significant for teaching and learning social science subjects at all levels of education.

Education is the acquisition of appropriate skills and the development of mental, physical, social abilities and competencies as equipment for the individual to live in and contribute to the development of the society (NPE, 2013). Teaching and learning in secondary schools today are faced with a lot of challenges. These include the change in perceptions about learning and application of ICT in the classroom. Many teachers see ICT facilities as tools meant for only subjects that are scientifically and technologically oriented whereas, ICT is an innovative techniques used to enhance and facilitate effective teaching and learning in schools. Teachers are not only to equip the learners with basic knowledge of subjects' content but also with higher cognitive skills, such as problem solving and critical thinking skills that allow for self-development, continuous learning and Information and Communication Technology (ICT) skills. This was emphasised in the curriculum of social science subjects, Nigerian Educational Research and Development Council (NERDC, 2007)

The Social Science is a branch of knowledge that focuses on the study of society, individuals and groups within the society. Social Science subjects study the relationships between and among groups in the society, the way they live as groups and as individuals. As an academic discipline, they are concerned with society and the relationship between individuals within a society. The subjects deal with the study of the social life of people or groups of individuals. They are a broad field of study and learning that has many branches within it. These include subjects like Geography, History, Economics,

Social Studies, Government in secondary schools while Psychology, Political science, Sociology, Anthropology, Archeology, among others in tertiary institutions.

Geography is the study of the earth's physical features and the people, plants and animals that live in different regions of the world. History is the study of the record or account of past events and developments. Economics is the study of the way goods and services are produced and sold; the way money is managed; the commercial activities of a society. Social Studies is the study of human interaction with the environment and how human influences and manages the environment through the application of technology in solving social problems. Psychology is the study of the mind and how it affects behaviour in a particular person or group of people. Political Science is the study of politics and the way political power is shared and exercised in a country. Sociology is the scientific study of human society, the way it is organized, and functions and the way people behave in relation to each other. Anthropology is the study of human societies, customs, and beliefs. Archeology is the study of ancient human society done by looking at tools, bones, buildings, and other things from that time that has been found through excavation of sites and analysis of physical remains (NTI, 2015).

Social science is known for its scientific way of learning and studying the society. Effective teaching and learning of the discipline requires innovative techniques such as Computer Assisted Instruction (CAI). It emphasizes the use of innovative methods of teaching for better understanding of society. Sometimes, it uses figures and analysis, borrowing from Mathematics or Statistics. It adopts a systematic way in carrying out its activities on society, through data collection, field work and the analysis of what it finds out about the set-up in society through application of ICT. Social science curriculum contains teaching and learning materials that are ICT materials. These include: internet, CD-Rom, documentaries, simulation games, drill and practice, tutorials and information retrieval system, documentaries on family life education and simulation materials which are expected of social science

teachers to facilitate and enhance teaching and learning of social science subjects (NERDC, 2007).

Variety of instructional materials has been used in the educational institutions. For example, chalk board, bulletin board, overhead projector and computer. In fact, computer is not one instructional material; it is combination of many instructional materials. For example, a lecture can be presented on power point, or other software, computer can be attached to a big computer screen and can be used as chalkboard. CD-ROM and floppy disks can be used to store huge amount of information, for example a picture, a simulation, a movie, diagram or a lecture can be shown in the classrooms. Internet and emails can be used in the classrooms as part of computer as an instructional material. Then teacher can go online and find relevant topics or a research based article. Computer games are another way a computer can be used as parts of computer based instructional materials (Malik, 2005).

Many teachers have been trained over the years on how to use ICT in the classroom as modern techniques of teaching. Many secondary schools in Kwara State were supplied with computers, notebooks, and software to enable teachers to bring technology into the classrooms. Many new schools also have rooms specially equipped with computers for students to facilitate and enhance teaching and learning while some schools have been offering ICT training. Olaolu, Abdulrahman and Habibatu (2012) discovered that out of one hundred selected secondary schools in Kwara State, in the year 2011, there were 2,109 computers of which 66 (60.5%) were functioning, while 843 (39.5%) were not functioning. Olokooba (2015) also found out that Computer Assisted Instructional materials (CAIM) were not frequently used by teachers for instructional purposes. The use of computers was restricted to occasionally information processing and for storage purposes only in the sampled secondary schools, in related study. Furthermore, Ukpabor and Emwanta (2012) reported that the availability and use of computers and internet access were very poor. Few secondary schools that boast of computer

laboratory are poor in internet access. This is not far from Goldman, Cole, and Syer (1999), who claimed that most secondary schools have computer laboratories and many computers in the classrooms, but since internet services are the latest technology in the use of ICT, it becomes very difficult and remain a serious challenge to overcome in most school environment. Most of the schools who could boast of computers in their schools only had outdated computers from which a few were functioning. It is highly imperative that schools across the city should endeavour to acquire ICT facilities for practical and also internet access so as to empower the student on an educational pursuit.

Mehmet (2010) discovered that supports instructional applications in their classrooms. Use of the Internet and software programs such as Microsoft Power Point, Word, and Excel were the most common type of computer-supported instruction in the classrooms. In addition, computers were used as presentation tools frequently in the classrooms. Multimedia software was used by only one teacher. Findings of the study also showed that all participants had similar views about the computer as they did not differentiate it from any other instructional tools. Nevertheless, all of them agreed that the computer is a powerful research tool that facilitates students work and make the work faster and easier for the students.

Gulbahar and Guven (2008) discovered that teachers who sometimes and frequently use multimedia computer and computer-projector system in the classroom have a higher self-perception of efficacy than their counterpart that never uses them. Moreover, the groups that frequently use educational software and the Internet/Web environment have a higher perception of efficacy than the one who never used them. In other words, teachers who have high perception of efficacy tend to use ICT related tools in the classroom more frequently than the others. The study also examined the relationship between teachers' use of computer related tools in the classroom and level of expertise of teachers. Correlation analysis was conducted to determine if there is any

relationship between teachers' use of computer related tools in the classroom and the expertise level of teachers. A one-way analysis of variance was conducted to evaluate the relationship between the level of expertise and computer related tools usage of Social Studies teachers in the classroom for each of the four tools: Multimedia Computer, Computer-Aided Educational Software, Computer-Projector System and the Internet/Web Environment. The results indicated that the groups that sometimes and frequently use computer related tools in the classroom have a higher level of expertise than the groups that never use them. In other words, teachers who have a high level of expertise tend to use computer related tools in the classroom more frequently than the others.

Similarly, Ukpebor (2010) conducted a study on use of Internet by private secondary school students in Benin City Cosmopolis, Edo State, Nigeria. His findings revealed that the level of internet access in schools is very poor. This is because the majority of the schools do not have access to the internet and while few who does, do not frequently allow students to have access to the technology.

2. Challenges Associated with the Use of ICT Facilities in Secondary Schools

Afolabi (2000) noted that both teachers and students are still novices in the rudiments of how the computer works. The following challenges according to Afolabi (2000); Onasanya, (2009); and Tugbiyele, (2011) are associated with the use of ICT in teaching and learning process.

- a. Insufficient resources applied to ICT in schools
- b. Poor preparation of classroom teachers to integrate ICT effectively or collaboratively
- c. Ineffective attitude of school administrators towards the application of ICT in their schools
- d. The need for students and teachers to develop finger dexterity which is common among typists
- e. Lack of sufficient computer systems to go round the students due to exorbitant costs
- f. The students' class enrolment which soars every year

- g. The erratic nature of power supply in Nigeria
- h. The natural tendency for human to oppose innovation at their first appearance
- i. Laziness on the part of some teachers to learn ICT for instruction in schools

Onasanya and Asuquo (2007) worked on Secondary school teachers' perception of problems and challenges associated with web-based learning in Nigeria. Their findings showed that many of the secondary school teachers are not computer literate and that they are all ready to acquire the needed knowledge and skills if they would be allowed to participate in computer literacy education. Moreover, despite the fact that few of the teachers were computer literate, few of them used internet facilities. It therefore follows that they would want to know more about prospects of internet facilities for teaching and learning. However, the teachers see more disadvantages in web-based learning than they see advantages. Some of them considered the introduction of web-based teaching and learning as a threat to their jobs. They also think web-based learning would have bad influence on the student's social lives. They also considered lack of technical know-how as a challenge to the introduction of web-based teaching and learning in secondary school.

The study also revealed that the majority of participants are aware of the benefits of teaching with technology. They believe that the inclusion of technology into pedagogy can enhance their teaching quality. Zemsky and Massy (2004) assert that it can be a good indication of successful implementation of the technology integration program if teachers know about the benefits of technology for teaching and make frequent use of it in their instructional activities. However, there are still a few other participants who only mention the availability of technology facility as their reason for integrating technology into teaching. Teachers who only have this reason as the basis for teaching with technology will usually gain very little from the program because they may not realize the extensive benefits that technology can provide to enhance their professionalism. They are only motivated by the institution's generous policy which

provides them with the latest model of laptops. Teachers of this type usually know only very basic things about computer technology.

Marwan (2008) conducted a study on Teachers' Perceptions of Teaching with Computer Technology: Reasons for Use and Barriers in Usage. His findings showed that teachers are faced with a number of problems or barriers in their teaching with technology. Most of these barriers are, in fact, directly linked to the institution's willingness to provide supports for teachers in addition to providing them with the technology facility. Several teachers mentioned that they lack the skills in operating computer technology. They can make use of the facility and feel the benefits of using it for their teaching but they also realise that they can even get more benefits if they have better skills in operating it. It is obvious that teachers need to be provided with technical training to help them become competent technology users.

Similarly, Mouza (2003) observed that training in technology is a critical ingredient in effective use of technology in the classrooms and lack of technical support is considered one of the major problems experienced by teachers in their teaching with technology. The technical support staff plays a very important role in ensuring the success of technology integration program implementation. It is every institution's responsibility to make sure that teachers are provided with adequate technical staff that is prepared to assist teachers whenever they experience difficulties with the technical equipment. Teachers should not get frustrated when using technology because, if they do, their teaching will be negatively affected. To reduce the frustration and eliminate challenges facing the teachers in the use of ICT in the classroom, this study examined the challenges associated with the Information and Communication Technology in secondary schools as perceived by social science teachers in Ilorin metropolis.

3. Methodology

The descriptive survey research design was employed in the study. This is necessary to be able to explain the variables in the study based

on information gathered. The research was conducted in the Ilorin metropolis which is the capital of Kwara State. The population was all social science teachers in the metropolis. A sample of three hundred social science teachers was purposively sampled using stratified random sampling technique. A questionnaire titled "Challenges of using Information and Communication Technology in Secondary Schools (CICTSS)" was used for data collection. The questionnaire was classified to two sections. Section A contained items of CICTSS dealt with information about demographic information about the respondents. Section B contained ten structured response items on challenges associated with the use of ICT in Secondary Schools and was on a three point Likert scale of Strongly Associated, Associated and Not Associated. To validate the instrument, copies of the questionnaire was given to experts in Social Science disciplines in the Department of Social Sciences Education, University of Ilorin to ensure construct and content validity. Its reliability was determined using test-retest technique and a reliability index of 0.78 was obtained. One research question and two null hypotheses were raised and tested using mean and standard deviation and t-test statistics at 0.05 level of significance respectively.

4. Research Questions

What are the teachers' perceived challenges of using ICT in teaching-learning in social science-based classroom situation?

5. Research Hypotheses

HO₁: There is no significant difference between the male and female social science teachers' perceived challenges in using ICT for teaching-learning in classroom situations.

HO₂: There is no significant difference between private and public social science teachers' perceived challenges in using ICT for teaching-learning in classroom situations.

6. Results

Research Questions: What are the teachers' perceived challenges of using ICT in teaching-

learning in social science-based classroom situation?

In order to answer research question one, responses of social science teachers on items 1 to 10 of the questionnaire on the challenges

associated with the use of ICT in secondary schools were analysed using mean and standard deviation to determine ranking order of the teachers' perceived challenges to ICT use for teaching-learning. The result is shown in table 1.

Table 1: Mean and Standard Deviation of teachers' perceived challenges of using ICT for teaching-learning in Secondary School

S/N	ITEMS	N	Mean	Std. Deviation	Rank
1.	Insufficient time to prepare ICT-based instructional materials	300	2.10	0.67	6 th
2.	adequacy of teachers' technical know-how on preparing ICT-based instructional materials	300	2.07	0.72	7 th
3.	Unavailability of computer laboratory/computer systems for instructional purposes in the schools	300	2.25	0.71	1 st
4.	Lack of adequate internet facilities in the school	300	2.06	0.74	9 th
5.	Inefficient or adequate internet connectivity in the schools	300	2.15	0.70	4 th
6.	Shortage of computer systems needed by students and teachers in the schools	300	2.23	0.76	3 rd
7.	Teachers' lack of interest in the use of ICT in classroom situations	300	1.91	0.74	10 th
8.	Poor technical knowledge and operation of computer systems	300	2.07	0.75	7 th
9.	Lack of Computer-based Instructional software and packages in the school	300	2.15	0.70	4 th
10.	Absence of or irregular power in the schools	300	2.25	0.74	1 st

Table 1 showed the results of ranked means on each item of challenges on the use of ICT to determine the level of challenges associated with the use of ICT. Items 3 and 10 which stated that "Unavailability of computer laboratory/computer systems for instructional purposes in the schools" and "Absence of or irregular power in the schools" were ranked first (1st) with mean scores of 2.25 and 2.25, and standard deviation of 0.71 and 0.74 respectively. Item 6 which stated that "Shortage of computer systems needed by students and teachers in the schools" ranked third (3rd) with a mean score of 2.23 and standard deviation of 0.76. These are the major challenges or factors affecting the use of ICT by social science teachers as they are paramount.

However, the least of all the identified challenges associated with the use of ICT by social science teachers in upper basic schools is item 7 which stated that "Teachers' lack of interest in the use of ICT in classroom situations" ranked tenth (10th) with a mean score of 1.91 and standard deviation of 0.74.

Hypothesis 1: There is no significant difference between the male and female social science teachers' perceived challenges in using ICT for teaching-learning in classroom situations.

In order to test null hypothesis one, responses of male and female social science teachers on the challenges associated with the use of ICT in secondary schools were analysed using t-test statistic. The result was illustrated in table 2.

Table 2: t-test Analysis of Male and Female Social Science Teachers' Perceived Challenges of using of ICT in Social Sciences Subject-based Classroom Situations

Variables	NO	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Male	132	36.81	9.70	298	2.51	0.29	NS
Female	168	20.90	1.50				
P > 0.05							

Results in Table 2 showed that the calculated t-value 0.12, was obtained with p-value, 0.29 at an alpha level of 0.05. Since the p-value is greater than 0.05 alpha level (0.29 > 0.05), therefore, null hypothesis 1 is

not rejected. This implies that there is no significant difference between male and female social science teachers on the challenges associated with the use of ICT for teaching-learning in classroom situations. The result of t-test analysis for testing for gender-related differences in teachers' perceived challenges of using ICT in teaching learning of social science based subjects classroom situations are as shown in table 2.

Hypothesis 2: There is no significant difference between private and public secondary school teachers' perceived challenges of using ICT in for teaching-learning in classroom situations.

In order to test null hypothesis 2, responses of social science teachers on the challenges associated with use of ICT were analysed using t-test statistic. The results are as shown in Table 3.

Table 3: t-test Analysis of Private and Public Social Science Teachers on the Challenges Associated with the use of ICT in Secondary Schools

Variables	NO	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Private	60	12.81	4.53	148	1.14	0.26	NS
Public	240	11.93	3.61				

$P \geq 0.05$

Results in Table 3 indicated the calculated t-value is 1.14 was obtained with p-value, 0.26 at an alpha level of 0.05. Since the p-value is greater than 0.05 alpha level ($0.26 > 0.05$), therefore, null hypothesis 2 is stands accepted. This implies that there is no significant difference between private and public social science teachers on the challenges associated with the use of ICT in social science based subjects' classroom situations. The result of t-test analysis for testing for school proprietorship-related difference in teachers perceived challenges of using ICT in teaching-learning in social science based subjects' classroom situation are shown in table 3.

Based on the results of data analyses, the following are the major findings. The teachers' perceived challenges of using ICT in teaching learning social science based subjects are combinations of ten factors, out of which five that are related to availability of computer, power supply, internet connectivity and all of technical competency in ICT based instructional resources/devices are the most inhibitive factors.

7. Discussion of Findings

The results of data analyses showed that a combination of ten factors, five of which were rated as a most inhibitive challenges in using ICT for teaching learning in Social Sciences-

based classroom situations in secondary schools in Ilorin metropolis. Lack of or irregular power supply and unavailability of computer laboratory/computer system are the twin most important challenges teachers perceived as the inhibiting the use ICT in teaching learning social science-based subjects in classroom situations. These two factors were equally rated as part of the most inhibitive factors hindering the use of ICT in teaching-learning by Abifarin and Okunloye (2011), Tugbiyle (2011), Ukpebor (2010) and Onasanya (2009) in different studies conducted in Nigeria.

The findings on electricity and computer system availability as associated factors inhabiting the use ICT in teaching-learning in classroom situation are practical demonstration of the challenge of power supply or irregular power supply in all sectors of the Nigeria society. Indeed, there are schools in villages in Kwara State that neither connected to the national grid of electricity supply nor have access to alternative power supply. Therefore, power supply is as decisive as availability of computer system in using ICT for teaching-learning within and outside the school system. The challenge of internet connectivity is second rated among the five most important teachers' perceived challenges of using ICT for teaching-learning. This is also consistent with the findings of Okunloye and Abifarin (2011), Ukpebor (2010)

on impediment to ICT use by teachers in classroom situations. This factor reinforces the importance of power supply and computer system availability as instructional resources in the school system. It is common experience that internet connectivity is very poor in all networks in Nigeria. Indeed, as Abifarin and Okunloye (2011) observed that most tertiary institutions in Nigeria operating Computer Based Tests (CBT) hardly use specially installed internet connectivity devices within their campus outside the general network in their locations to solve this problem. In spite of this, CBT sessions still encountered fluctuations in internet connectivity. Another very important perceived set of challenges to ICT usage in the secondary schools have to do with whether teachers know how to operate and prepare ICT-based instructional materials. This findings is in line with the findings of Marwan (2008), Onasanya and Asugou (2007) that similarly identified teachers' technical competences in operating ICT devices and ICT related instructional materials as key to the observable level of use of computer-Assisted Instruction Materials (CAIM) in the school system.

The study also revealed that gender and school proprietorship do not have significant influence on social science subject teachers' perceived challenges of using ICT for teaching-learning in classroom situation. The non-significant gender influence on teachers' perceived challenges of using ICT for instructional purposes is at variance with Umar (2010) and Adeleye (2008) findings of significant gender differences in the use of ICT-related instructional materials in teaching Islamic studies and Social Studies respectively in secondary schools. This observed variation may be attributed to the difference between perception and utilization of ICT. Although, teachers' perceptions of any school-based instruction materials or subjects are expected to determine teachers' action with regards to utilization of the materials or subject as observed by Okunloye (2001), there may still exist a difference between reality (utilization) and perception when the perceiver of challenges of use (teachers) in this context have different perceptual frame on account of formative experiences in teaching and teacher

characteristics such as qualification, experience, and other idiosyncrasies of teachers sampled. The non-significant influence of school proprietorship on teachers' perceived challenges of use of ICT is however in line with the findings of Ukpebor and Emwanta (2012) and Ukpebor (2010) who also related trend of poor utilization of ICT in both public and private secondary schools.

8. Conclusion

Teachers' perceived challenges of using ICT for teaching-learning social science based secondary school subjects are eclectic in nature but devoid of gender and school proprietorship influence.

Table one showed that unavailability of computer and absence of, or irregular power supply were the two most important challenges perceived by social science subject teachers in using ICT for teaching-learning in secondary schools. These are followed by shortage of computer systems as second rated factor. Lack of computer-based instructional software and packages and inefficient media for effective ICT use or internet connectivity are the twin third rated factors. In all, five of the ten teachers' perceived challenges were rated to be the most inhibitive challenges to the use of ICT by social science-based subjects in the sampled secondary schools.

9. Recommendations

Based on the findings, the following recommendations are made with a view of addressing the challenges facing the use of ICT for teaching-learning effectiveness in secondary schools in Kwara State and other states in Nigeria with similar teacher characteristics and school subject curriculum:

Firstly, secondary school should be supplied with alternative power sources outside the national grid to power ICT facilities and equipment and packages in the schools.

Secondly, all social science based secondary schools teachers should be given personal

computers and projectors for ICT use during social science subject lessons.

Thirdly, computer-based instructional software and packages in social science subjects should be supplied to the secondary school for teachers' use in classroom situations.

Fourthly, technical support staff should be provided for secondary schools to prepare ICT-related instructional material and operate ICT-based electronic devices to assist social science subject teachers in classroom situations.

Finally, awareness seminars for promoting teachers' and learners' interest in the use of ICT for teaching and learning should be mounted to make them more ICT friendly. It is hoped that these measures will go a long way in correcting, and addressing the teachers' perceived challenges of using ICT in teaching social science subjects in the secondary schools.

References

- Afolabi, A.O. (2000). The Role of Educational Technology Services in the Realization of the UME Objectives. *African Journal of Information Technology*. University of Ilorin, Ilorin 6 (1).
- Abifarin, M.S. & Okunloye, R.W. (2011). Computer-Based Assessment in Nigerian Tertiary Educational Institutions: Challenges and Prospects. *International Journal of Research in counselling and Sports Sciences (IJOECS)*. 2 (1) June 2011, 62-69.
- Federal Republic of Nigeria (2013). *National Policy on Education* (6th Edition). Lagos: NERDC Press.
- Goldman, S., Cole, K. & Syer, C. (1999). The Technology/Content Dilemma {online}. Retrieved www.ed.gov/Technology/TechConf/1999/whitepapers/paper4.html.
- Gulbahar, Y. and Guven, I. (2008). A Survey on ICT Usage and the Perceptions of Social Studies Teachers in Turkey: *Educational Technology and Society* 11 (3), 37-51.
- Malik, T. (2005). *Developing a Computer Based Instructional Material Model for Teacher Training at Allama Iqbal Open University, Islamabad*. A Ph.D. Dissertation, the Department of Distance and Non-Formal Education, Faculty of Education, Allama Iqbal Open University (AIU) Islamabad.
- Marwan, A. (2008). Teachers' Perceptions of Teaching with Computer Technology: Reasons for Use and Barriers in Usage in Indonesia. http://www.itdl.org/journal/jun_08/article04.htm.
- Mehmet, A. (2010). Exemplary Social Studies Teachers' Use of Computer-Supported Instruction in the Classroom in Turkey. In *The Turkish Online Journal of Educational Technology*. 9 (4) 66-82. <http://www.tojet.net/volumes/v9i1.pdf>.
- Mouza, C. (2003). Learning to Teach with New Technology: Implications for Professional Development. *Journal of Research on Technology in Education*, 35 (1), 272-289.
- National Teachers' Institute, (2015). *Manual for Capacity Building Workshops of Teachers under the Federal Teachers' Scheme on Social Studies: A MDGs Project 2010 Kaduna*: NTI Printing Press.
- Nigerian Educational Research and Development Council (2007). *9-year Basic Education Curriculum Social Studies for JSS 1- 3*. Abuja: UBEC.
- Okunloye, R.W. (2001). Teachers' Perception of, and Preferences for Social Studies Curriculum Models at the Junior Secondary School level. An unpublished Ph.D. thesis, Faculty of Education, University of Ilorin, Ilorin, Nigeria
- Olaolu, P.A., Abdulrahman, O.S. & Habibatu, M.Y. (2012). Computer Literacy and Teacher Job Effectiveness in Kwara State secondary schools. *Journal of Academic Research International*. 2 (3), 329-333.
- Olokooba, I.N. (2015). Availability and Use of Computer-Based Instructional Materials (CIM) by Upper Basic Social Studies Teachers in Ilorin, Nigeria. *Nigeria*

- Journal of Educational Foundations, 14 (1), 16-28.
- Onasanya, S.A. (2009). Information and Communication Technology (ICT) in Education. In I.O. Abimbola, and A.O. Abolade, (Eds) (2009) Fundamental Principles and Practice of Instruction. Ilorin: Bamitex Printing Press.
- Onasanya, S. A. & Asuquo, E. N. (2007). Secondary School Teachers' perception of Problems and Challenges Associated with web-based learning in Nigeria. Ife Journal of Curriculum Studies and Development, 3 (1), 45-56.
- Tugbiyele, A. B. (2011). ICT in Social Studies Education: A Cultural Challenge. A paper presented at the 27th Annual National Conference of Social Studies Association of Nigeria (SOSAN) held at the University of Ibadan, Ibadan.
- Ukpebor, O.C. & Emwanta, M.G. (2012). Availability and the use of computer and internet by secondary school students in Benin City, Nigeria. International Journal of Library and Information Science 4 (2), 16-23. Retrieved <http://www.academicjournals.org/IJLIS>
- Umar, M. (2010). Assessment of Teachers' Use of Instructional Media for Teaching Islamic Studies in Secondary Schools in Kano State. An Unpublished M.Ed. Thesis, University of Ilorin, Ilorin.
- Zemsky, R. & Massy, W.F. (2004). Thwarted innovation: What happened to e-learning and why. <http://www.thelearningalliance.info/Docs/Jun2004>.

Internet Facilities Utilisation and Undergraduate Students' Academic Performance of Federal Colleges of Education in North Central Nigeria

EMMANUEL NANNIM RAMSON, DANJUMA GOKUM KATKUKAH
Federal College of Education, Pankshin, Nigeria.

DANIEL OLUWAFEYIKEMI AJAYI
University of Jos, Nigeria

Abstract. The study was an assessment of undergraduate students' utilization of internet facilities for academic purpose in the Federal Colleges of Education in North central Nigeria. In achieving the goals of the study, four research questions and two hypotheses were raised. The study employed the cross-section survey research design approach in which both descriptive statistics and the Pearson-chi-square statistical tools were used in analyzing the research questions and hypotheses raised. The study also used the questionnaire for internet users (QIU) as tool for data collection from the sample of NCE and B.Ed undergraduate students of F.C.E. in North central Nigeria to which the stratified random sampling technique was employed in selection of respondents. Results of data analysis from the study shows that there is a significant difference in the internet literacy/exposure level; amount of time spent on the internet for academic purpose; and extent of utilization of internet facilities for academic purpose among the NCE and B.Ed undergraduate students of the Federal Colleges of Education in North central Nigeria.

Keyword: Internet, facilities utilisation, undergraduate students, academic performance, North Central Nigeria

1. Introduction

In this age of Information and Communication Technology (ICT), the use of the internet has become the norms and culture; developing countries like Nigeria are not exempted from this trend. The craving for the internet stems from its central role in ICT with access to free online Journals, Magazines and other information resources anytime and anywhere for academic research. Nigerian Universities, Polytechnics, Colleges of Education and other Tertiary Institutions, undergraduate find internet very useful for assignments, research including their final year project being an encyclopaedia of information and facts. The convergence of technologies, e.g. Computers and Internet services with database, data bank and files which can be used for academic purpose by stakeholders in education is increasing (Aman, 2003). In the drive in higher education to promote the use of information and communication technology (ICT), the role of the internet cannot be over emphasized. The internet provides educationist, scientist, lecturers and students, access to on-traditional sources of information at any point over the globe. It is becoming more and more convenient to access the internet. Trajkovski (2001) stated that about

5 years ago, only three million people were connected to the internet in the whole world, but now this number has grown to 300 million. The gap between the rich and the poor countries is now being replaced with the digital divide between those who can afford to be connected to the internet and those who cannot afford to be connected to the internet.

In developing countries the internet has stood as one of the fastest means of retrieving and disseminating information amongst students, lecturers, and researchers in higher institutions. This has brought significant changes in the access of electronic information resources used in teaching and learning in these institutions. However, in the developed countries, the ICT situation is better than what we experience in the developing countries. According to Nwogu and Anunubi (2007), members of the academic community apply internet information to every academic work namely; research, teaching, improving knowledge and class work assignment. The situation in Nigerian higher institution may not have being so, as a result of inadequate ICT infrastructure. Despite this there have been reported findings of the use of internet in academic achievement in Nigerian higher institution. According to Ugah and Okafor (2008) findings on the use of cyber-café for internet access show that 60% of the respondents use cyber cafés to gain access to internet facilities, students, lecturers, and researchers in Nigeria are aware of the impacts of internet, hence, according to Chiemeké and Umar (2007) findings on users perceptions of the use of academic libraries and online facilities for research shows that 150 out of 200 respondents use the internet for research. According to Nwogu and Anunobi (2007) study on use and evaluation of internet resources, students use the internet as their first source of information resources. Nwagwu, Adekunbe and Bello (2008) also found out that 92.7% respondents use the internet for educational purpose and 42.9% also use for leisure purpose. They also attach great importance to internet resources, as is the case in other countries. This was agreed by Musakali and Mutula (2007) who showed that in Kenya, the internet use among universities has greatly improved research activities in universities. Furthermore, in India,

Safdar, Mohmood and Qutab (2010) conducted a research on internet use behaviour and attitudes of colleges' students, the findings shows that 48% of respondents use the internet to update their knowledge. The internet is very important to undergraduate students in Nigeria, in helping them to have access to timely accurate and relevant information. At present, universities libraries in Nigeria experience under-funding that makes it very difficult for them to subscribe to enough journals and to buy enough textbooks to support the curriculum. Hence, students and academic institution access the internet to obtain information which libraries cannot provide on their shelves (Adomi, Omodeko & Otolu, 2004). Despite the vast sources of information and resources on the internet, there is a low ICT usage in Nigeria (Yusuf, 2006; Ololube & Egbezor and 2007). However, numerous researchers (Parker, Chan and Sunder, 2007; Ololube, Obogo and Egedi, 2007; Neo 2000) have reported that economies such as the United States of America, Canada Germany, Japan, the United Kingdom, France, Italy, Singapore and Taiwan used ICT widely and have been benefiting from its usage. Despite Modum (2005) report that the impact of computers in teaching and learning in Nigeria institutions is increasing, there is the need for consistent studies to monitor its utilization especially for academic purpose. According to the study by Global Information Technology as reported by Olalube, Ubogu & Egbezor (2007), USA stands at the top of the list of countries measured based on their level of preparation to participate and benefit from ICT development whereas Nigeria contest 90th out of the 115 economics that were surveyed between 2005-2006. Similarly, a study by Nigerian Information Technology Professionals in America in 2002 indicated that it may take Nigeria 50 years to catch up with America on the aspect of personal computer count per household (Yusuf, 2006). In view of the foregoing, this study aims at investigating the extent to which internet facilities are being used by undergraduate students in the Federal Colleges of Education in North central Nigeria.

2. Statement of the Problem

The use of internet facilities had become essential tool for teaching-learning process in education system. Both the teachers and students adopt internet facilities for note taking, assignment, research, community services and teaching. However, the problem of study focused on the need for adopting internet facilities, the extent of the usage and the impacts on the students' academic performance in Federal Colleges of Education in North Central Nigeria.

3. Purpose of the Study

The study is aimed at assessing the extent to which undergraduate students utilize internet facilities for academic purpose in the Federal Colleges of Education in North central Nigeria. Specifically the study aims at achieving the following objectives:

- To find out the internet literacy/exposure level between NCE and B.Ed. undergraduate students of the Federal Colleges of Education in North central Nigeria.
- To determine the time spent on the internet for academic purpose among NCE and B.Ed. undergraduate students of Federal Colleges of Education in North central Nigeria.
- To examine the relationship in the extent to which the internet is used for academic purpose among NCE and B.Ed. undergraduate students of Federal Colleges of Education in North central Nigeria.
- To find out the challenges of undergraduate students in the utilization of internet facilities for academic purpose in the Federal Colleges of Education in North central Nigeria.

4. Research Questions

In order to provide direction and sharpen the focus of the study, the following research questions were formulated to guide the researchers:

- What is the internet literacy/exposure level between NCE and B.Ed.

undergraduate students of the Federal Colleges of Education in North central Nigeria?

- What is the duration of time spent on the internet for academic purpose among NCE and B.Ed. undergraduate students of Federal Colleges of Education in North central Nigeria?
- What is the relationship in the extent to which the internet is used for academic purpose among NCE and B.Ed. undergraduate students of the Federal Colleges of Education in North central Nigeria?
- What are the challenges of undergraduate students in the utilization of internet facilities for academic purpose in the Federal Colleges of Education in North central Nigeria?

5. Research Hypotheses

- There is no significant difference in the time spent on the internet between NCE and B.Ed. undergraduate students of Federal Colleges of Education in North central Nigeria.
- There is no significant difference in the extent of utilization of internet facilities for academic purpose between NCE and B.Ed. undergraduate students of the Federal Colleges of Education in North central Nigeria.

6. Method

6.1 Design of the Study

This study employed the cross-section survey design. The cross-sectional design is the type of design that permits the researcher to obtain data from a representative sample of a large population and use the data obtained to describe the population. Cross-sectional research design is known to be an effective tool in determining the opinions, attitudes, preferences and perception of respondents used in a study so it was found to be the appropriate design. Also, the cross-sectional survey research was found useful in a situation where the population is large enough and it enabled interpretation, synthesis

and integration of useful data for sound conclusion (Ajayi, 2013). The population of the study consist of 133, 54 respondents comprising 4515 B.Ed. undergraduate students and 8839 NCE undergraduates students of the Federal Colleges s of Education in North central Nigeria. The sample of the study consisted of 1335 respondents comprising 452 B.Ed undergraduates' students and 883 NCE undergraduate students of the Federal Colleges s of Education, in North central Nigeria. The sample size of 1335 respondents represents 10% of the undergraduate students' population of the colleges as at the time of this research (2014/2015 Academic Session), following the recommendation of Ibanga (2002) that 10% to 20% of population is ideal for research sample in a survey. Stratified random sampling was employed with the aim of identifying differences that might exist among the samples selected as representatives of the five schools of the colleges. A self-constructed questionnaire was used as instrument for data collection. This instrument termed the Questionnaire for Internet Users (QIU) is a 24 item questionnaire that enquired on the respondents basic bio data, experience of internet utilization, frequency of internet use, average time spent by respondents on the internet, the purpose for which the

internet is being utilized, most frequent problems that are encountered by respondents during internet usage, the influence internet usage has on respondents academic efficiency/activities and level of satisfaction of respondents with the internet facilities at their disposal.

Three experts validated the instrument for content validity, two from educational technology and one from test measurement. These experts judged the adequacy of the items that were included in the instrument. Furthermore, these experts made modifications on QIU to ensure that the instrument was ideal for its intended purpose. Similarly, the measure of internal consistencies (reliabilities) of the instrument was established by using the Cronbach-Alpha method of estimating internal consistency which can be used for instruments having items of varying point values or attitude scale that provides responses such as strongly agree, strongly disagree with intermediate response options. The data generated was analyzed using the descriptive mean and Pearson chi-square for the research questions of the study while Pearson chi-square was also employed for analysis of the two null hypotheses of the study.

7. Results

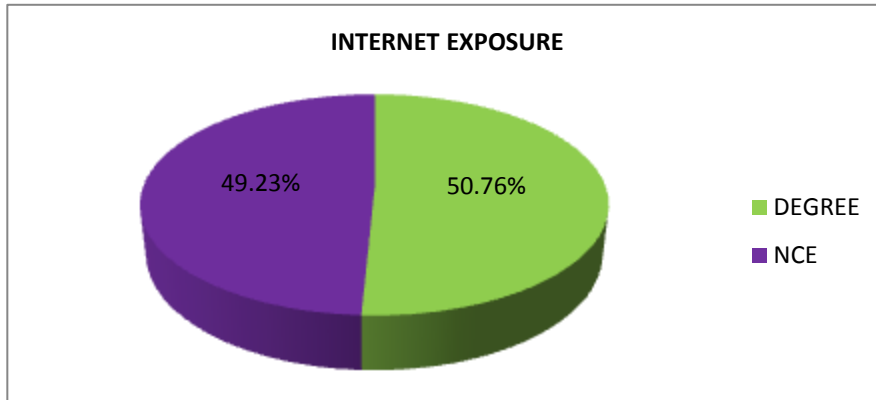
Research Question One: What is the internet literacy/exposure level between NCE and B.Ed. undergraduate students of the Federal Colleges s of Education in North central Nigeria?

Table 1 and figure 1 presents the results of data analysis in respect to this question.

Table 1: Chi-square test on internet exposure level between NCE and B.Ed. undergraduate students of F.C.E, in North central Nigeria.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	1.209	1	.272
N of Valid Cases	6		

Figure 1: The Pie chart indicating level of exposure in percentage between NCE & B.Ed. Undergraduate student of F.C.E in North central Nigeria



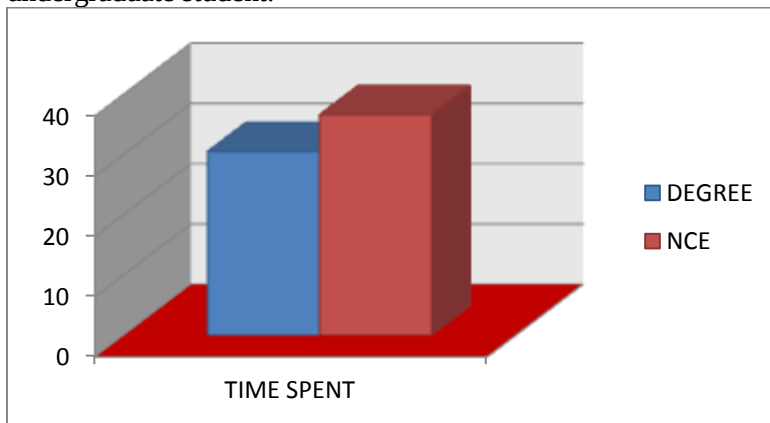
The results from **Table1** and **Figure1** above shows that there is significant difference in the internet literacy/exposure level of NCE and B.Ed. Undergraduate students of F.C.E in North central Nigeria.

Research Questions Two

What is the duration of time spent on the internet for academic purpose among NCE and B.Ed. undergraduate students of Federal Colleges of Education in North central Nigeria?

Figure 2 presents the result of data analysis in respect of the relationship in time spent in the internet by NCE and B.Ed. Undergraduate students for academic purpose

Figure 2: A bar chart showing the relationship of time spent on the internet between NCE &B.Ed. undergraduate student.



The result from Figure 2 above shows that there is significant difference in the time spent on the internet between NCE &B.Ed. undergraduate student of F.C.E, in North Central Nigeria.

Research Question Three

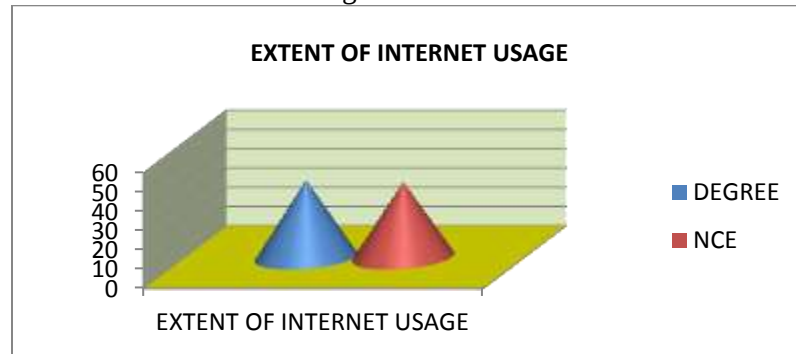
What is the relationship in the extent to which the internet is used for academic purpose among NCE and B.Ed. undergraduate students of the Federal Colleges s of Education in North central Nigeria?

Table 2 and Figure 3 present the results of data analysis with respect to the research questions 3

Table 2: Pearson Chi-Square test on the extent of internet usage among NCE and B.Ed. Undergraduate students of F.C.E in North central Nigeria.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.000 ^a	16	.220
Likelihood Ratio	16.094	16	.446
Linear-by-Linear Association	2.530	1	.112
N of Valid Cases	5		

Figure 3: Cone chart indicating the extent of internet usage between NCE & B.Ed undergraduate students of F.C.E in North central Nigeria



Column1	EXTENT OF INTERNET USAGE	Percentage
DEGREE	40	50.63%
NCE	39	49.36%

The results from table 2 shows that there is a significant difference in the extent of internet usage for academic purpose between NCE & B.Ed students since the Pearson Chi-square value of .220 is greater than the .05 level of significance. Furthermore Figure 3 indicates that there is a higher percentage in extent of internet usage among B.Ed undergraduates compared to their NCE counterparts in F.C.E in North central Nigeria.

Research Question Four

What are the challenges of undergraduate students in the utilization of internet facilities for academic purpose in the Federal Colleges of Education in North central Nigeria?

Table 3 present the results of data analysis with respect to the research questions four

Table 3: Challenges encountered by undergraduate students of F.C.E, in North central Nigeria in utilizing internet facilities for academic purpose.

S/N	Problems Encountered	NCE	B.Ed
	Slow access speed	80%	85%
	Difficulty in finding relevant information	40%	35%
	Overload of Information on the internet	10%	15%
	It takes too long to view/download pages	75%	85%
	Privacy Problems	15%	10%

The result from table 3 indicates that both NCE and B.Ed undergraduate students of F.C.E, in North central Nigeria have more encounter with the problem of internet connectivity speed as is seen in items (i and iv) having 80% for NCE, 85% for B.Ed and 75% NCE, 85% B.Ed respectively.

Hypothesis One

The hypothesis states: There is no significant difference in the time spent on the internet between NCE and B.Ed undergraduate students of Federal Colleges of Education in North central Nigeria. In testing this

hypothesis, relevant data were collected using the research instrument for data collection and results of the data analysis for testing this hypothesis is presented in table 4 below.

Table 4: Pearson Chi-square test on time spent by NCE and B.Ed Undergraduate students, F.C.E, in North central Nigeria.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	25	.224
Likelihood Ratio	21.501	25	.664
Linear-by-Linear Association	1.898	1	.168
N of Valid Cases	6		

From the result of analysis seen in Table 4 the Pearson Chi-Square P-value of .224 is significant at .05 level of significance on time spent on the internet for academic purpose between NCE & B.Ed. Therefore the null hypothesis is rejected

Hypothesis Two

The hypothesis states: There is no significant difference in the extent of utilization of internet facilities for academic purpose between NCE and B.Ed undergraduate students of F.C.E in North central Nigeria. In testing this hypothesis data were collected using the instrument for data collection (QIU) and the result of the data analysis are presented in table below.

Table 5: Pearson Chi-square test on extent of utilization of internet facilities among NCE and B.Ed undergraduate students of F.C.E in North central Nigeria.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.000 ^a	9	.213
Likelihood Ratio	11.090	9	.270
Linear-by-Linear Association	.625	1	.429
N of Valid Cases	4		

From the results of analysis seen in table 5, the Pearson Chi-square test on extent of utilization of internet facilities among NCE and B.Ed Undergraduate students is significant since .213 > P-value .05 level of significance.

8. Discussion of findings

The results of data analysis for the study shows that there is a significant difference in the literacy/exposure level between NCE and B.Ed undergraduate students of F.C.E. in North central Nigeria with the B.Ed students showing higher internet literacy level of exposure, this findings aligns with Kaur (2005) findings that more than two third of respondents are exposed to internet facilities for academic purpose. Findings of the study further buttresses Siyanbola and Oladapo (2008) study on uses of internet for academic with further emphasis on literacy/exposure level between NCE and B.Ed

Undergraduate students of F.C.E. in North central Nigeria.

Findings of the study also reveal that B.Ed Undergraduate students spend more time on the internet for academic purpose compared to their NCE counterparts as opined by Chandra (2000) that more than 25% of respondents used the internet 2-3 times a week for communication and information gathering as major purposes for using the internet.

The study also gathered that there is a significant difference in the extent to which internet facilities are utilized for academic purpose among the NCE and B.Ed Undergraduate students of F.C.E. in North central Nigeria in which the B.Ed students show a higher percentage of internet utilization. This findings relates to Kaur (2005) that a majority of students use the internet located at the Colleges for educational and research purpose. Furthermore

this finding aligns with Oyedun (2007) that extent of use of internet facilities have improved to a considerable extent the academic performance of student.

Further findings of the study show that the most prominent of challenges encountered by students in the utilization of internet facilities for academic purpose is the problem of internet connectivity speed. This finding relates closely to Jagboro (2003), Kaur (2005) and Okey (2005) which reveals that poor connectivity due to poor infrastructure is a major constraint to utilization of internet facilities for academic purpose.

Finding of this research has also shown that there is a significant difference in the time spent on the internet for academic purpose between the NCE and B.Ed undergraduate students of F.C.E, in North central Nigeria. Hence the first null hypothesis was rejected. Also, the study revealed that there is a significant difference in the extent of internet facilities utilization among the NCE and B.Ed undergraduate students of F.C.E, in North central Nigeria. This leads to rejection of the second null hypothesis.

9. Conclusion

Based on finding of this research the following conclusions are put forth:

- NCE and B.Ed Undergraduate students of F.C.E. in North central Nigeria are literate / exposed to internet facilities.
- NCE and B.Ed Undergraduate students of F.C.E spend time on the internet for academic purpose.
- B.Ed Undergraduate students of F.C.E. in North central Nigeria have higher literacy/exposure level and spend more time in utilizing the internet for academic purpose, compared to their NCE counterpart.
- Internet facilities are available and being utilized for academic purpose in Federal Colleges s of Education, in North central Nigeria.
- Slow internet connectivity speed due to poor instruction is among the major challenges of internet utilization for

academic purpose in F.C.E. in North central Nigeria.

10. Recommendations

Following the findings of this study it is recommended that students be further encouraged towards utilizing internet facilities for academic purpose through academic activities such as submission of assignments, compulsory enlisting on study chat groups, partaking in on-line research activities so as to enhance exposure/literacy level of students and to enable students interact and compete with their contemporaries all over the world.

Furthermore, students should be allowed free access to the internet facilities of the Colleges to enable them spend more time on the internet for academic purpose.

It is also recommended that academic activities of the Colleges be geared towards maximizing utilization of internet facilities of the Colleges s so as to enhance student's extent of internet facility usage. These can be achieved through the implementation of students' on-line bursary registration, on-line departmental and course registration, electronic seminar presentation and electronic correspondences' between staff and students.

Furthermore, entry requirements into NCE and B.Ed programmes of the Colleges should include a minimum registry of pass in Computer Studies, and students should be encouraged to acquire personal computers as part of study materials they will require in the course of running programmes of the Colleges s.

References

- Adomi E.E, Omodeko F.S, Otolu P.U. (2004). The use of cyber café at Delta State University, Abraka, Nigeria. *Library Hi Tech*, 27 (4), 383-388.
- Aman, M. (2003). Use of Malaysian Academic Library Websites by University Students. *Information Development*, 2(1), 67-71.

- Anunobi, C.V. (2007). Dynamics of Internet Usage: A Case of Students of the Federal University of Technology Owerri, Nigeria. *Educational Research and Reviews* 1(6) , 32-40.
- Jagboro, K. O. (2003). A Study of Internet Usage in Nigerian universities: A Case Study of Obafemi Awolowo University, Ile-Ife, Nigeria. *First Monday: Journal of the Internet*.
- Kaur, A. (2005). Internet facility at GNDU: A Survey, National Seminar on Academic Libraries in the Modern Era. Organized by IASLIC. December 2000, Bhopa.
- Olalube, N. P., Ubogu, A. E., Egbezor, D. E., (2007). ICT and Distance Education Programmes in Sub-Saharan Country: *Journal of Information Technology Impact*, 7(3), 181-194.
- Oyedun, G.U. (2007) Internet Use in the Library of Federal University of Technology, Minna: A Case Study. *Gateway Library Journal* 10(1): 23-32.
- Trajkovski, B. (2001). Trading into the Future: E-service for Trade, Investment and Enterprise. New York, Speech delivered at Un conference of Economic Commission for Europe.

Assessment of Teachers' and Students' Level of Utilization of ICT Tools for Teaching and Learning Mathematics in Ilorin, Nigeria

KHADIJAT SAKA AMEEN, KEHINDE ABDULLAHI, ABDULJABBAR USMAN JIBRIL
University of Ilorin, Nigeria.

Abstract. Information and Communication Technology (ICT) is an instrument par excellence that a nation can rely upon to bring about self-reliance in an educational system. Therefore, there is the need to incorporate ICT into teaching and learning; hence, the study investigated the assessment of Teachers' and Students' level of utilization of ICT tools for teaching and learning mathematics in Ilorin, Nigeria. The study was a descriptive research of the survey type. The population for the study was all senior secondary schools in Ilorin, Kwara State. 170 students and 50 mathematics teachers were randomly selected from senior secondary schools in Ilorin. The instrument used for the study was researchers-designed questionnaire, which comprised of 24 ICT tools. The instrument was validated and the reliability index of 0.78 was obtained. The data gathered was analyzed statistically using simple percentage and Chi-Square statistics analyses. The findings revealed amongst others that; mathematics teachers and students utilized ICT tools for teaching and learning mathematics respectively. Also, mathematics teachers and students were not skilled in utilizing ICT tools. The findings from the study show that the gender of both teachers and students does not have any influence on the teaching and learning of mathematics with the use of ICT tools. Based on the findings, It was therefore, recommended among others that seminars and workshops should be organized for both female and male mathematics teachers on the benefits and how to incorporate ICT tools into their teaching

activities and students should be encouraged to familiarize themselves with ICT tools so as to increase their level of competencies in the use of ICT tools.

Keywords: Assessment, Information and Communication Technologies (ICT) Tool, Teaching, Learning, and Mathematics

1. Introduction

Mathematics is one of the most important core subjects offered at the primary and secondary school levels of Nigeria educational system. It is of great usefulness to every human being and to the economic growth of any nation. As stated in the National Curriculum for secondary schools of the Federal Ministry of Education(FRN, 2013), the aims and objectives of Mathematics teaching at this level of education are to; help develop further conceptual and manipulative skills and their applications; provide an intermediate course of study and meet the needs of potential mathematicians, engineers, scientists and other professionals, such as businessmen, administrators and architectures.

Yusuf (2005) stated that the field of education has been affected by Information and Communication Technology, and which in turn have undoubtedly affected teaching, learning and research. UNESCO (2011) also submitted that teachers need to use teaching methods which are appropriate for acquiring needed knowledge in particular societies. Students were

not only to acquire an in-depth knowledge of their school subjects but also to understand how they can generate new knowledge, using information and communication technology (ICT) as a tool (Sanmi, 2016)

Information and Communication Technology (ICT) is a tool that comprise of electronic devices which are utilized for the information and communication needs of institutions, organizations, students and individuals. Such electronic devices include computers (software and hardware), networking, telephones, video, multimedia and internet (Nwakundo, Oguejiofor&Nwakundo, 2006). The use of information and communication technology (ICT) creates a powerful learning environment and it transforms the learning and teaching processes in which students deal with knowledge in an active, self-directed and constructive ways (Volman& Van Eck, 2001). ICT is not just regarded as a tool, which can be added to or used as a replacement of existing teaching methods, but seen as an important instrument used to support new ways of teaching and learning. It should be used to develop students' skills for communication, problem solving and lifelong learning of mathematics (Voogt, 2003).

In the same vein, Information and Communication Technology (ICT) is often perceived as a catalyst for changes in teaching styles, learning approaches and access to information (Watson, 2005). The use of ICT has changed the conventional ways of learning and proposes the need to rethink education in terms of a more current context (White, 2010). Further, Casal, (2007) submitted that ICT can help by providing alternative possibilities for education). Also Guzel (2011), concluded that the effectiveness of the use of computer through the teaching process has contributed to the teaching of mathematics. Therefore, there is the need for the mathematics teachers and students to familiarize and acquaint themselves with ICT tools to enhance effective teaching and learning of the subject. Teaching is becoming one of the most challenging professions due to rapid expansion of knowledge which requires modern technologies that necessitate the use of ICT. ICT

has become within a short time one of the basic building blocks of a modern society. Many countries now regard the understanding of ICT and the mastering of its basic concepts as part of the core of teaching and learning process of education (UNESCO, 2002). In this study, learning refers to the process whereby learners acquire and master knowledge and skills imparted in them by the instructor through interaction with ICT tools in relation to their academic performance and application of the acquired skills and knowledge.

Onasanya, Shehu, Ogunlade and Adefuye (2011) in their study of teacher's awareness and extent of utilization of information communication technologies for effective science and health education in Oyo state, Nigeria. Their findings shows that the level of their utilization of ICT resources for teaching science and health education was found to be very low and there exists a significant difference between the male and female science teachers in their level of utilization of ICTs, with the male outperforming their female counterparts with higher mean scores. This implies that there is low utilization of ICTs resources for teaching science and health education in Oyo state, Nigeria. The study therefore sought to find out teachers' and students' level of utilization of ICT tools for teaching and learning mathematics in Ilorin, Nigeria

2. Statement of the Problem

The importance of Mathematics as a compulsory subject at the senior secondary school level cannot be overemphasized. Despite the importance of Mathematics to the development of the nation, the achievements of students have remained consistently poor over the years (Eze, 2003; Betiku, 2003; Aprerbo, 2003).

The use of ICT tools has captured the attention of the education community to enhance teaching and learning of mathematics, but also has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems in mathematics to enhance their cognitive skills (Jonassen & Reeves, 1996). Numerous teaching

strategies have been developed by expert to respond to the problem of students' poor performance in Mathematics. One of such strategies is the use of ICT (Adeyemo, 2010), which have now detracted from teaching and learning due to so many reasons such as insufficient and limited access to computer hardwares and computer software, Sufficient time in the school timetable to involve students in using ICT for learning mathematics, Lack of opportunities for teachers on ICT training and teachers' lack of knowledge in integrating ICT into teaching and learning to enhance performance and innovation in curriculum development.

However, Gao, Wang, Wong and Choy (2011) suggested that, the integration of ICT into teaching Mathematics depends on individual teacher's confidence and competence. Research findings have indicated that lack of teachers' confidence prevents teachers from using ICT in their teaching (Peeraer & Van Petegem, 2011). In the same vein, Snoeyink and Ertmer (2002) have lack of computers, lack of quality software, lack of time, technical problems, teachers' attitudes towards computers, poor funding, lack of teacher confidence, resistance to change, poor administrative support, lack of computer skill, poor fit of curriculum, scheduling difficulties, poor training opportunities, and lack of vision as to how to integrate ICT into classroom instruction.

Straub (2009) reported that for the use of ICT tools in teaching and learning to remain sustained, personal factors such as teacher's skills, knowledge, competencies, readiness characteristics of the love for innovations and the influences of individual's context should never be ignored as part of the planning process. Aina (2013) concluded that ICT is very good if fully integrated in Mathematics class; and it can improve students' academic achievements in mathematics. Furthermore, it has been proved that new technologies have lots of benefits on the students. Based on these various importance of ICT tools in teaching and learning of mathematics, hence, the study assessed teachers' and students' level of

utilization of ICT tools for teaching and learning mathematics in Ilorin, Nigeria.

3. Purpose of the Study

The main purpose of the study is to assess teachers' and students' level of utilization of ICT tools for teaching and learning mathematics in Ilorin, Nigeria. Specifically, the study examined the:

- Level of mathematics teachers' utilization of the ICT tools.
- Level of students' utilization of the ICT tools.
- Level of competency of mathematics teachers' utilization of ICT tools.
- Level of competency students' utilization of ICT tools.
- Influence of mathematics teachers' gender on the utilization of ICT tools.
- Influence of students' gender on the utilization of ICT tools.

4. Research Questions

The following questions were raised for the study and answered:

- What is the level of mathematics teachers' utilization of ICT tools?
- What is the level of students' utilization of ICT tools?
- What is the level of competency of mathematics teachers' utilization of ICT tools?
- What is the level of competency of students' utilization of ICT tools?
- Does the gender of mathematics teachers influences their level of utilization of ICT tools?
- Does the gender student influence their level of utilization of ICT tools?

5. Research Hypotheses

Based on the research questions raised and answered the following hypotheses were formulated and tested in the study:

H₀₁: There is no significant difference in the level of utilization of ICT tools by male and female mathematics students in Ilorin, Nigeria.

H₀₂: There is no significant difference in the level of utilization of ICT tools by male and female mathematics teachers in Ilorin, Nigeria.

6. Methodology

The study was a descriptive research of the survey type. In a survey research, information are obtained from the respondents and are used to describe the population. This is a survey research because information was obtained from respondents to describe them with regards to their level of utilization of ICT tools for teaching and learning Mathematics.

The population for the study comprised of all senior secondary schools mathematics teachers and students in Kwara State, the target population consisted of mathematics teachers and students in senior secondary schools in Ilorin. Fifty (50) mathematics teachers and one hundred and seventy (170) senior secondary school students were randomly selected from both private and public secondary schools in Ilorin. The instrument used for data collection was researchers-designed questionnaire that was validated by two experts in mathematics education and an expert in educational technology all from the University of Ilorin, Ilorin. Test re-test method was used to determine

the reliability of the instrument. A reliability coefficient of 0.78 was obtained using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. The study lasted for a period of two weeks during which the questionnaire was administered on the mathematics teachers and students. Descriptive and inferential statistics were used to answer the research questions and test the research hypotheses respectively.

7. Results

The demographic information revealed that 170 senior secondary school students participated in the study that comprised of 91 female and 79 male students. The female students participated more in the study with 91 representing 53.5% while their male counterpart was 79 representing 46.5%. Fifty (50) mathematics teachers participated in the study comprised of 26 (52.0%) female and 24 (48.0%) male teachers. Table 1 shows that out of 50 teachers involved in this study, 31(62%) were qualified which constitute majority of the respondents while 19(38%) fell in the category of not qualified and the table also indicates that most of the teachers were either less experienced or moderately experienced with 42% (21) and 32% (16) Mathematics teachers respectively, while the highly experienced mathematics teachers constitute 26% (13). respectively as showed on table 1

Table 1

Demography of teachers and students based on gender, experience and qualification

	Gender	Frequency	Percentage (%)
Teachers' Gender	Male	24	48.0
	Female	26	52.0
Students' Gender	Male	79	46.5
	Female	91	53.5

Research Question 1: What is the level of mathematics teachers' utilization of ICT tools?

The result in table2 shows that mathematics teachers frequently utilized Information and Communication Technology (ICT) tools for teaching mathematics as by 20(40%) of the respondents and mean of 1.86. Also, it was revealed that 16(32%) of mathematics teachers rarely utilized ICT tools with responses and the mean of 1.87 and most of mathematics teachers do not utilized ICT tools for teaching mathematics as the frequency for these responses was 14(28%) with the of 1.88

Table 2

Frequency, Percentages and Mean of Mathematics Teachers's Levels of Utilization ICT Tools

Utilization	Frequency	Percentage (%)	Mean
Frequently Used	20	40.0	1.86
Rarely Used	14	28.0	1.88
Not Used	16	32.0	1.87
Total	50	100.0	5.61

Research Question 2: What is the level of students' utilization of ICT tools?

Table 3 shows that students rarely utilized Information and Communication Technology (ICT) tools for learning mathematics as indicated by 58(34.1%) of the respondents and mean of 2.01. Also, it was revealed that 57(33.5%) students frequently utilized ICT tools with the mean 2.03 and some of the students do not utilized ICT tools for learning mathematics as these responses had lowest frequency of 55(32.4%) respondents with the highest mean of 2.005.

Table 3

Students' level of utilization of ICT tools, Frequency, Percentage and Mean Score

Utilization	Frequency	Percentage (%)	Mean
Frequently Used	57	33.5	2.03
Rarely Used	58	34.1	2.01
Not Used	55	32.4	2.05
Total	170	100.0	6.09

Research Question 3: What is the level of competency of mathematics teachers' utilization of ICT tools?

Table 4 shows that 21(42%) of mathematics teachers were Not Skilled in the use of Information and Communication Technology (ICT) tools for teaching mathematics. Also, it was revealed that 16(32%) of mathematics teachers were Skilled in the use of ICT tools with the mean of 1.81 and 13(26%) of the teachers were Highly Skilled in the utilization ICT tools for teaching Mathematics with mean of 1.82.

Table 4

Level of Mathematics Teachers' Competency, Frequency, Percentage and Mean Score

Level of Competency	Frequency	Percentage (%)	Mean
Highly Skilled	13	26.0	1.82
Skilled	16	32.0	1.81
Not Skilled	21	42.0	1.80
Total	50	100.0	5.43

Research Question 4: What is the level of competency of students' utilization of ICT tools?

Table 5 shows that 54(31.8%) of the students were Not Skilled in the use of Information and Communication Technology (ICT) tools for learning mathematics as indicated by their responses. Also, it was revealed that 57(33.5%) of the students were Skilled in the use of ICT tools with the mean of 1.96 and 59(34.7%) of mathematics teachers were Highly Skilled in ICT tools utilization with mean of 1.98.

Table 5

Frequency, percentages and Mean of mathematics students' levels of competency ICT tools

Competency	Frequency	Percentage (%)	Mean
Highly Skilled	54	31.8	1.98
Skilled	57	33.5	1.96
Not Skilled	59	34.7	1.94
Total	170	100.0	5.88

Research Question 5: What is the influence of mathematics students' gender on the utilization of ICT tools?

The corresponding hypothesis is hypothesis 1.

Hypothesis 1: There is no significant difference in the level of utilization of ICT tools by male and female mathematics students in Ilorin, Nigeria.

The results indicated that there is no significant difference in the level of utilization of ICT tools by male and female mathematics students, because the p-value (0.401) is greater than 0.05 level of significance. Therefore, the hypothesis was not rejected. This therefore means that gender does not have influence on the students' level of utilization of Information and Communication Technology tools for learning Mathematics.

Table 6

Chi-square analysis of students' levels of utilization of ICT Tools based on Gender

	Frequently Used	Rarely Used	Not Used					
Gender	Observed (Expected)			Total	χ^2	df	Sig value	Remark
Male	25(22.3)	24(20.4)	30(36.2)	79	3.304	2	0.401	NS
Female	23(25.7)	20(23.6)	48(41.8)	81				

Research Question 6: What is the influence of mathematics teachers' gender on the utilization of ICT tools? The corresponding hypothesis is hypothesis 2.

Hypothesis 2: There is no significant difference in the level of utilization of ICT tools by male and female mathematics teachers in Ilorin, Nigeria.

Table 7 shows the Chi-square analysis of mathematics teachers' levels of utilization of ICT tools based on gender. The results indicated that there was no significant difference in the level of utilization of ICT tool by mathematics teachers based on gender. This is because the p-value (0.447) is greater than 0.05 level of significance. Therefore, the hypothesis was not rejected. This therefore means that gender does not influence mathematics teachers' level of utilization of Information and Communication Technology tools for teaching Mathematics

Table 7

Chi-square analysis of mathematics teachers' levels of utilization of ICT Tools based on Gender

	Frequently Used	Rarely Used	Not Used					
Gender	Observed No. of teachers(Expected)			Total	χ^2	df	Sig value	Remark
Male	4(6.2)	14(11.5)	6(6.2)	24	2.149	2	0.447	NS
Female	9(6.8)	10(12.5)	7(6.8)	26				

8. Recommendations

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

The educational resource centers should join hand with state Ministries of Education to create awareness about ICT tools and their usefulness to both teachers and students. Also, both parties should organize workshops and seminars for in-service teachers irrespective of their gender,

experience and qualification on the application of ICT tools for effective delivery of instructions.

Teachers must be able to communicate and utilize some ICT tools effectively with their students to extricate fear that may show up amongst them.

The government should properly encourage the teachers by providing them ICT tools, monetary and non-monetary benefits to enable them put more effort and increase their efficacy in teaching mathematics to students.

References

- Adeyemo S.A (2010) The Impact of Information and Communication Technology (ICT) in Teaching and Learning of Physics. *International Journal of Educational Research and Technology*, 1(2), 48-59
- Aprebo, F. C. Y. (2003). The Secondary School Curriculum Content and Implementation: The teething problems and solutions for a sustainable Technical advancement in the African Continent. *Proceedings of the 43rd Annual National Conference of the Science Teachers Association of Nigeria, (STAN) held in Port Harcourt, 80-87.*
- Betiku, O. F. (2003). Factors responsible for the Performance of Students in School Mathematics, suggested remedies. *Proceedings of the 43rd Annual National Conference of the Science Teachers Association of Nigeria, (STAN) held in Port Harcourt, 120-125.*
- Casal, C. R. (2007). ICT for Education and Development. *Journal of Information and Communication Technology*, 9(4), 3-9.
- Eze, C. U. (2003). Effect of target task approach on Students Achieve in Senior School Certificate Physical Chemistry. *Proceedings of the 43rd Annual National Conference of the Science Teachers Association of Nigeria, (STAN) held in Port Harcourt, 12-24.*
- FRN (2013). *National Policy on Education*. Lagos, NERDC press
- Gao, P., Tan, S. C., Wang, L., Wong, A., and Choy, D. (2011). Self-Reflection and Pre-service Teachers' Technological Pedagogical Knowledge: Promoting Earlier Adoption of Student-Centred Pedagogies. *Australasian Journal of Educational Technology*, 27(6), 997–1013.
- Guzel, H. (2011). Factors affecting computer usage of Mathematics working at the private training center. *The Journal of Educational Technology*, 12(2), 34-42.
- Jonassen, D. H, & Reeves, T.C. (1996). Learning with Technology: Using Computers as Cognitive Tools. In D.H Jonassen (Ed.), *Handbook of Research for Educational Communication and Technology* (pp. 693-719). New York: Simon and Schuster
- Onasanya, S., Shehu, R., Ogunlade, O., & Adefuye, A. (2011). Teacher's Awareness and Extent of Utilization of Information Communication Technologies for Effective Science and Health Education in Nigeria. *Singapore Journal of Scientific Research*, 1(1), 49-58.
- Peeraer, J. & Van Petegem, P. (2011). ICT in Teacher Education in An Emerging Developing Country: Vietnam's Baseline Situation At the Start of The Year of ICT. *Computers and Education*, 56(4), 974–982.
- Snoeyink, R., & Ertmer, P. A. (2002). Thrust into technology: how veteran teachers respond. *Journal of Educational Technology Systems*, 30(10), 85–111
- Straub, E. T. (2009). Understanding Technology Adoption: Theory and future directions for informal Learning. *Review of Educational Research*, 79(2), 625-649.
- UNESCO (2011). *UNESCO ICT Competency Framework for Teachers*. Paris: Place de Fontenoy.
- Volman, M., & Van Eck, E. (2001). *Gender Equity and Information Technology in*

- Education: The Second Decade. Review of Educational Research, 71(4), 613–634.
- Voogt, J. (2003). Consequences of ICT for aims, contents, processes and environments of Learning. In J. van den Akker, W. Kuiper, & U. Hameyer (Eds.), Curriculum landscapes and trends. Dordrecht: Kluwer.
- Watson, S. L. and W. R. Watson (2011). The Role of Technology and Computer Based Instruction in a Disadvantaged Alternative School's Culture of Learning, Computers in the Schools 28(1), 39-55.
- White, K. G. (2010). Beyond the Horseless Carriage: Harnessing the Potential of ICT in Education and Training. Retrieved from: http://works.bepress.com/gerry_white/1/
- Yusuf, M.O. (2005). Information and Communication Education: Analyzing the Nigerian National Policy for Information. International Education Journal, 6(3), 31-321.

The Role of the Internet in the Academic Pursuit of University Students: A Study of Ahmadu Bello University, Zaria and Bayero University, Kano, Nigeria.

EMMANUEL TSADU GANA
Ahmadu Bello University, Zaria, Nigeria.

MAKUN GANA
Bingham University, Karu, Nasarawa State, Nigeria

Abstract. In this work, the researchers sought to seek the current and potential impact of the Internet on students of Nigeria tertiary educational system, through the role of the Internet in the academic pursuit of university students using Ahmadu Bello University Zaria and Bayero University Kano as study. The aim of the study therefore is to establish the correlation between Internet usage and student academic performance. A well-structured questionnaire was randomly distributed to one thousand (1000) students of both ABU Zaria (700) and BUK (300) with a response rate of 583 and 280 for ABU and BUK respectively. In concluding our findings, several variables were put into consideration such as, the rate at which students use the Internet and whether the Internet can assist students to acquire knowledge, and the role of Internet access in the academic pursuit of students. The study was able to establish that the youths, especially students, use the Net in ways that enhance their academics.

Keywords: Internet, Youth, Academics, Communication Technologies

1. Introduction

Communication technologies have become a prominent feature of the twenty first century. They are critical to commerce, essential to entertainment, and intertwined in our interpersonal relationships (Grant, 2008, p. 1). Succinctly put, communication technology is the nervous system of contemporary society, transmitting and distributing sensory and control information and interconnecting a myriad of interdependent units. These technologies are vital; they have the potential for profound impact on virtually every area of human society. There is virtually nothing one does at present with no direct link to communication technology. It has taken communication, friendship, education and other vital aspects of human socialisation to a new level in which communication gadgets have become man's most prized companion. Smart phones, computers, iPads, iPods, are examples of communication gadgets that characterise today's communication media.

One of the greatest manifestations of this modern communication technology/New Media is the Internet (Salawu, 2007, p. 20). The Internet, the network of networks (Baran, 2000, p. 68), is noted for its capacity to connect so many computers and users together through a complex network whereby information can be

accessed with total disregard for time and space, thus enabling interaction on a far more broadened scope. Communication becomes an interactional process facilitated by the connectivity which the Internet provides through various interposed devices. The interconnectedness occasioned by the convergence of communication technology and given impetus by the Internet, has resulted in a new world communication order in which individuals are bound to each other by communication linkages via new media channels manifesting through smart phones, social network sites, chat applications and personal computers. The implication of this is that individuals are now far more glued than ever before to Internet-enabled devices that allow for quick and easy communication linkages with friends, families and colleagues. Interaction therefore is 'on the go,' whether sitting, walking, talking or on transit in a vehicle.

The situation is further heightened by the introduction of Internet technology in higher institutions within Nigeria. Institutions such as the Ahmadu Bello University (ABU) Zaria and the Bayero University Kano (BUK), amongst others, have a potent Internet infrastructure that gives students' access to the Net with a view to enhancing their academic endeavours. The provision of this is expected to enable students gain access to materials and resources online to strengthen their capacity for research. As such, one of the characteristics of these institutions is that you find students who are at ease with online collaborative technologies (digital natives), students who come to class armed with smart phones, laptops, iPods and technologies which allow them become much more engaged in constructing their own knowledge about the society within which they exist. Being always connected is something natural to them, and they have conversations constantly going with their social networks via text messaging and instant messaging. Interacting with technology and through technology has become part of daily living.

Hence, there is a general assumption that the Internet is a form of distraction and bad influence on youths. In an article on the Daily

Trust Newspaper, Itodo (2011) posits that there seems to be an alarming rate of social networking obsession among youths today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion far detached from reality. Bello (2012) of the Sunday Observer, argues that the dangerous trend of social network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria.

With the increasing growth in the usage of the Internet manifesting through various technologies in Nigeria, it is necessary that we carry out a study to understand the nature and characteristics of this growing phenomenon amongst the Nigerian youths. Similarly, Liman (2014) and Bawa (2014) have also researched into the nature of Internet usage in Nigeria and its contributions to education and democracy respectively using Ahmadu Bello University as a case study. This study departs significantly from earlier studies in this area because it attempts to interrogate the Nigerian Internet users in order to understand its implication the education of youths using two Nigerian universities namely Ahmadu Bello University (ABU), Zaria and Bayero University Kano (BUK). It is important to note that the study did not concern itself with carrying out a comparative study of both universities, due to the fact that they already have similar characteristics in terms of internet infrastructure. Therefore, these two universities were chosen because of their particular mandate to become leading institutions in Africa and the world at large. Their location and drive towards provision of a strong Internet infrastructure also informs their choices.

The aim of this study therefore is to establish the correlation between Internet usage and student academic performance. The study has the following objectives: (1) To determine the rate at which students use the Internet. (2) To

determine whether the Internet can assist students to acquire knowledge to become well-informed citizens. (3) To ascertain the role of Internet access in the academic pursuit of students and its implication for effective expression of citizenship.

2. Methodology

The survey research method was deployed for this research using questionnaire as the major tool for data collection. One thousand (1000) copies of the questionnaire were administered to students of both ABU Zaria and BUK. To arrive at this number, the study used the already existing stratification of departments and Faculties. Hence, to determine the faculties to be studied in both ABU and BUK the study made use of the Systemic Sampling Method and to

determine the departments to be studied, the study employed the Random Sampling Method.

According to Mugo (2002), the sample procedure for systematic sampling involves the following:

- Number the units in population from 1 to N
- Decide on the n (sample size) that is required
- Select an interval size $k = N/n$
- Randomly select an integer between 1 to k
- Finally, take every kth unit

As such, the faculties within both universities are numbered one to twelve. The interval size, k, is equal to $N/n = 12/4 = 3$. Three, therefore, is selected as the random integer from 1-3 and the sample faculties were gotten by picking every nth number beginning from the third on the list.

Table 1. Sampled faculties from Bayero University, Kano

S/no	Faculties	Student Population	Selected Sample
1	Agriculture	785	
2	Allied Health Science	403	
3	Arts and Islamic Studies	2,945	Arts and Islamic Studies
4	Biochemical Sciences	622	
5	Clinical Sciences	1240	
6	Computer Sciences & Information Technology	756	Computer Science & Information Technology
7	Dentistry	172	
8	Education	5290	
9	Engineering	1520	Engineering
10	Law	1048	
11	Sciences	3453	
12	Social and Management Sciences	5799	Social and Management Sciences

Table 2. Sampled faculties from Ahmadu Bello University, Zaria

S/no	Faculties	Student population	Selected sample
1	Administration	3678	Administration
2	Agriculture	518	
3	Arts	2845	
4	Education	4871	Education
5	Engineering	4235	
6	Environmental design	2526	
7	Law	1481	Law
8	Medicine	2031	
9	Pharmaceutical Sciences	873	
10	Sciences	7122	Sciences
11	Social sciences	3403	
12	Veterinary Medicine	544	

The four faculties identified from both universities have a total of 41 departments respectively (20 from BUK and 21 from ABU). To ascertain the number of departments to be sampled, the study used the percentage of four (4) faculties out of 12, which is 33%. Thirty three percent (33%) of 20 and 21 respectively approximately amounts to seven (7).

In determining the departments to be studied from each faculty already identified, the study made use of the random sampling method. The procedure of selection of random samples includes; drawing by lot numbered slips of paper from a container, using tables of random numbers, and using roulette wheel (Jewale, 2012). The study adopted the drawing by lot approach to determine the seven (7) departments to be sampled from the various faculties chosen. Using the drawing by lot technique, the names of the departments were written on pieces of paper and shuffled in a container from which the researcher picked. To further determine the sample size of each department, the study employed the use of a sample fraction. The sample fraction is decided by dividing the desired sample size by the entire population. As such the sampling fraction is $n/N = 300/3,289 = 15\%$ for BUK and $700/7,748 = 6.5\%$ for ABU.

Table 3. BUK Sampled Departments and Selected Samples

S/no	Faculty	Departments	Random sample	Population	Selected Samples 9.12%
1	Arts & Islamic Studies	Arabic			
		English & French	English & French	414	38
		Theatre & Film Studies	Theatre & film Studies	44	4
2	Computer Science & Information Technology	Computer Science	Computer science	756	69
3	Engineering	Agricultural Engineering	Agricultural engineering	157	14
		Electrical Engineering	Electrical	646	59
4	Social & Management Science	Accounting			
		Economics	Economics	1024	93
		Geography	Geography	248	23
		TOTAL		3,289	300

Table 4. ABU Sampled Departments and selected Samples

S/no	Faculty	Departments	Random Sample	Population	Selected Samples 9.3%
1	Administration				
		Business administration	Business administration	910	82
		Public Administration	Public Administration	1077	98
2	Education	Arts & Social Science	Arts & Social Science	1381	125
		Vocational & Technical Education	Vocational & Technical Education	578	52
3	Law	Civil Law	Civil Law	822	74
4	Sciences	Biochemistry			
		Biological Sciences	Biological sciences	1155	104
		Mathematics	Mathematics	1825	165
		Total		7,748	700

3. Data Presentation and Analysis

This section presents the analysis of data gathered from respondents through questionnaire. The quantitative data gathered was interpreted and analysed in line with the objectives of the study and inferences as well as deductions were drawn from the results with regards to the subject of investigation. The inferences and deductions were drawn using the Likert scale with a mean criterion of 3.0 used to validate the agreement of respondents to questions. Copies of the questionnaire were distributed to students of both ABU and BUK (700 copies for ABU and 300 copies for BUK). A total number of 863 respondents filled and returned copies of the questionnaire from both universities; 583 out of 700 for ABU and 280 out of 300 for BUK making a total of 863. The data and analysis are presented in line with the objectives of the study below:

Rate at which students use the internet (see table 5 and 6 below)

Table 5: regular usage of the Internet

S/n	Variable	Characteristic	ABU Frequency (%)	BUK Frequency (%)
	I use Internet regularly	Strongly Agree	210 (36.0)	56 (20.0)
		Agree	308 (52.8)	168 (60.0)
		Disagree	22 (3.8)	14 (5.0)
		Strongly Disagree	9 (1.5)	14 (5.0)
		Don't Know	34 (5.8)	28 (10.0)
		Total	583 (100.0)	280 (100.0)

Source: Field Work 2015

Literatures widely suggest that youths constitute the largest number of Internet users. The study therefore found it necessary to ascertain the rate at which students make use of the Net. The table above shows that 510 (88.0%) of the respondents from ABU agree to using the Internet regularly, 31 (5.3%) disagree, and 34 (5.8%) remained neutral. For BUK, 224 (80.0%) of the respondents agree to using the Internet regularly, 28 (10.0%) disagree, while 28 (10.0%) have no opinion on the matter. Therefore, majority of the respondents from both universities use the internet regularly for different purposes. This thus agrees with suggestion of literatures that the youths are frequent users of the Internet.

Table 6: Rate at which University Students use the Internet

Variable	Characteristic	ABU Frequency (%)	BUK Frequency (%)
Hours spent chatting online	1 hr-2hrs	367 (63.0)	210 (75.0)
	3 hr-4hrs	114 (19.6)	14 (5.0)
	5 hr-6hrs	36 (6.2)	14 (5.0)
	All day	45 (7.7)	28 (10.0)
	No response	21 (3.6)	14 (5.0)
	Total	583 (99.9)	280 (100.0)
Hours spent on social network(s)	1 hr-2hrs	377 (64.7)	168 (60.0)
	3 hr-4hrs	93 (16.0)	70 (25.0)
	5 hr-6hrs	35 (6.0)	0 (0.0)
	All day	45 (7.7)	0 (0.0)
	No response	33 (3.6)	42 (15.0)
	Total	583 (99.9)	280 (100.0)
Hours spent sending, receiving or reading emails	1 hr-2hrs	422 (72.4)	196 (70.0)
	3 hr-4hrs	50 (8.6)	0 (0.0)
	5 hr-6hrs	9 (1.5)	0 (0.0)
	All day	22 (3.8)	14 (5.0)
	No response	80 (13.7)	70 (25.0)
	Total	583 (99.9)	280 (100.0)
Hours spent on finding educational materials / research	1 hr-2hrs	207 (35.5)	140 (50.0)
	3 hr-4hrs	222 (38.1)	56 (20.0)
	5 hr-6hrs	63 (10.8)	0 (0.0)
	All day	52 (8.9)	42 (15.0)
	No response	39 (6.7)	42 (15.0)
	Total	583 (99.9)	280 (100.0)

Source: Researcher's Field Survey, 2015

The data in table 6 above shows the rate and pattern of usage of the Internet by students. For ABU, 367 (63.0%) spend 1-2 hours daily chatting, 114 (19.6%) spend 3-4 hours chatting, 36 (6.2%) spend 5-6 hours and 45 (7.7%) spend all day chatting. On social network, 377 (64.7%) spend 1-2 hours, 93 (16.0%) spend 3-4 hours, 35 (6.0%) spend 5-6 hours while 45 (7.7%) spend all day on social network. On emails, 422 (72.4%) spend 1-2 hours, 50 (8.6%) spend 3-4 hours, 9 (1.5%) spend 5-6 hours, and 22 (3.8%) spend all day on emails. On sourcing for educational materials, 207 (35.5%) spend 1-2 hours, 222 (38.1%) spend 3-4 hours, 63 (10.8%) spend 5-6 hours, 52 (8.9%) spend all day. However for BUK, 210 (75.0%) spend 1-2 hours chatting online, 14 (5.0%) spend 3-4 hours daily, 14 (5.0%) spend 5-6 hours daily, 28 (10.0%) spend all day.

On social network, 168 (60%) spend 1-2 hours daily, 70 (25%) spend 3-4 hours daily and 42 (15.0%) did not provide any response. On emails, 196 (70%) spend 1-2 hours daily, 14 (5.0%) spend all day and 70 (25.0%) did not provide any response. On sourcing for educational materials, 140 (50.0%) spend 1-2 hours daily, 56 (20.0%) spend 3-4 hours daily, 42 (15.0%) spend all day and 42 (15.0%) did not provide any response. This therefore implies that majority of the respondents from both ABU and BUK spend 1-2 hours daily on chatting, social network and e-mails. While majority of the respondents spend more time 3-4 hours daily sourcing for educational materials on the Net. The characteristic interactivity which is enabled by chat applications, allows students (users) to speedily receive and respond to messages in real time. This keeps them glued to their phones always and even sometimes serves as distraction to them during lectures.

Table 7: The Internet can assist students to acquire knowledge to become well informed citizens.

Characteristic	ABU			BUK		
	Frequency (%)	Mean		Frequency (%)	Mean	
Strongly Agree	326 (55.9)	4.2		182 (65.0)	4.5	
Agree	221 (37.9)			84 (30.0)		
Disagree	8 (1.4)			0 (0.0)		
Strongly Disagree	16 (2.7)			0 (0.0)		
Don't Know	12 (2.1)			14 (5.0)		
Total	583 (100.0)			280 (100.0)		

Source: Researcher's Field Survey, 2015

The table above shows the distribution of respondents as to whether they get useful information from the internet which can assist them in their academics. As such, 574 (91%) of the respondents from ABU agree to have been acquiring useful information for their academics from the Net, while 24 (4.1%) of the respondents disagree and 12 (2.1) did not have an opinion on the matter. For BUK, 266 (95.0%) agree to have been acquiring useful information for their academic study, none of the respondents disagree, while 14 (5.0%) of the respondents did not have an opinion on the matter. The average mean of 4.2 and 4.5 respectively substantiates the agreement of the respondents. Thus, the majority of the respondents from both universities agree to acquire useful materials for their academics online. One can argue that the implication of this deduction is that most students are able to use the Net to source for useful materials to assist them in their studies.

Role of the Internet in the academic pursuit of students: (see table 8 and 9 below)

Table 8: My exposure to the Internet builds my capacity to handle academic matters competently

Characteristic	ABU			BUK		
	Frequency (%)	Mean		Frequency (%)	Mean	
Strongly Agree	194 (33.3)	4.0		42 (15.0)	3.8	
Agree	293 (50.3)			182 (65.0)		
Disagree	42 (7.2)			28 (10.0)		
Strongly Disagree	9 (1.5)			0 (0.0)		
Don't Know	45 (7.7)			28 (10.0)		
Total	583 (100.0)			280 (100.0)		

Source: Researcher's field survey, 2015

The table above shows that 487 (80.6%) of the respondents from ABU agree that the Internet builds their capacity to handle academic matters competently, 51 (8.7%) of the respondents disagree and 45 (7.7%) did not have an opinion on the matter. Data from BUK also reveal that 224 (80.0%) agree to the question, 28 (10.0%) disagree and 28 (10.0%) did not have an opinion on the matter. Deductively, majority of the students from both universities find the Internet as a medium that builds their capacity to handle academic

matters competently. This corroborates literature which suggests that the Internet enhances academic learning in higher institutions. The implication of this is that as students get knowledge they become well equipped as citizens to express themselves, fight for their rights, as well as carry out their obligations effectively as citizens because they possess the knowledge of these.

Table 9: I get useful material for my assignments/projects from the Internet

Characteristics	ABU	Mean		BUK	Mean
Strongly agreed	286 (49.1)	4.4		98 (35.0)	4.2
Agreed	258 (44.3)			168 (60.0)	
Disagreed	21 (3.6)			0 (0.0)	
Strongly Disagreed	3 (0.5)			0 (0.0)	
Don't Know	15 (2.6)			14 (5.0)	
Total	583 (100.1)			280 (100.0)	

Source: Researcher's field survey, 2015

The above table reveals that distribution reveals that the majority of respondents from ABU 544 (93.4%) agree to getting useful material for their academics online, 24 (4.1%) disagree and 15 (2.5%) did not have an opinion on the matter. The majority of the respondents from BUK totalling 224 (95.0%) agree to getting useful materials for their academic online, while 14 (5.0%) did not have an opinion on the matter. Deductively, one can argue that there is a high reliance on materials got from the Net by both ABU and BUK students. Significant to note is that no respondent from BUK disagreed to this question.

4. Discussion of findings

As can be seen in the tables and charts above, based on the general findings of this study, the Net enables students to access, retrieve, evaluate, interpret and act on information to be able to acquire informed knowledge about issues as well as build academic capacities. This is consequent upon the fact discovered that 518 (88.0%) of the respondents to the questionnaire administered in ABU and 224 (80.0%) of the respondents in BUK agree that they use the Internet regularly to chat, source for educational materials, emails and visit social media sites. From the responses, more time was devoted to searching for academic materials online (3-4 hrs daily) while the majority of respondents spent 1-2 hours daily on emails, chatting and social media (see table 6). The above therefore provides answer to the research question as to what extent students use the Internet. Thus, the extent of usage can be determined by the

number of respondents who agree to use the Internet regularly. Out of the 583 (ABU) and 280 (BUK) copies of the questionnaire returned, 518 and 224 respectively use the Internet regularly (see table 5).

The response received from the questionnaire revealed that majority of respondents (91%) from ABU and (95%) from BUK attest to receiving information online that help them to acquire information to be well informed (see table 7). This supports Gimmler's (2001) position that "using the Internet as a source for news has dramatically increased the diversity and openness of information." One can therefore see the role the Internet plays in making students aware of their environment and things happening around thus making them gain a greater control of their environment and when this happens, development is in sight, as Singhal (2004) has argued. Fundamentally, it is the freedom which the Net gives that is instrumental to students acquiring knowledge to be well informed. This is because; the sharing of information which is enabled on the Net leads citizens to acquire knowledge about issues that affect them.

In trying to ascertain the role of Internet access in the academic pursuit of students, the study discovered that students find the Internet a useful resource for learning and personal development, which translates to building their capacities as citizens. Respondents to the questionnaire administered show how internet usage builds capacity, enhances academics, aid interaction and information sharing among

students, (see table 8 & table 9). Respondent revealed that the Internet has contributed immensely to their academics. Cross tabulating the findings from table 5 with that of table 7 and 9, it can be concluded that the Internet has become a vital component of the educational system today. This can be further attributed to the fact that there is hardly any institution today that students do not benefit from using the Internet as a source for materials. Again this attests to the ever increasing importance of the Internet to students - availability to and access to materials are very crucial to student's actualization of their academic dreams. This finding confirms Udende's (2010) position that the Internet enables students to solve their academic problems and likewise conveys the fact that there exists a significant relationship between students' usage of the internet and their academic performance.

However, despite its overwhelming benefit to student's academic pursuit, the issue of plagiarism as well as copy and paste has become a concern to scholarship in recent years. This perhaps stems from the understanding that as students, one of the ways to express good citizenship is to abide by the rules of scholarship. Acknowledging materials sourced is an important ethics guiding the conduct of scholarship and students must be responsible by following the rules of engagement in the academics. The implication of this is that those students who exhibit and abide by the ethics of the academics, in terms of avoiding plagiarism, are most likely to translate their good behaviours as citizens when they eventually find themselves in the outside world.

Nevertheless, the significant contribution the Net can make to the advancement of students' academic pursuit cannot be overstated. It is an advantage which should be properly appropriated. Verster (2010), while commenting on the potentials and usage of Facebook, says: "You can create a social space from where you can send notices, organize classroom events and aggregate learning feeds from any of the aforementioned tools using Facebook's built-in array of tools ... You can make it your classroom's informal start page to kick-start any

formal assignment and discussion". Therefore, it is important to note that the Internet and by extension Social Media, by their very nature are drivers of social change, national development and organisational development as it possesses the capability to increase work efficiency and speed as well as reduce cost (Ikpe and Olise, 2010). Udende (2010) in a study to assess Internet access and usage among students of the University of Ilorin revealed that a large majority of the students use the Internet for academic purposes. This could be connected with the fact that users have found an enormous reservoir of information in different disciplines amid dearth of books in our libraries.

5. Conclusion

Contrary to some opinion that today's youth only use technology to meet social needs of connectivity and chatting, this study was able to establish that the youths, especially students, use the Net in ways that enhance their academics. As established in the discussion so far, the Internet helps students to become better citizens. It is the manner in which students use the Net as Netizens that shapes their lives and their understanding of who they are, what they know and what they can become as citizens of Nigeria. The students of both ABU and BUK demonstrate an understanding of the benefits using the Net brings to them as citizens. Their responses from both the instruments of questionnaire brings to the fore the overall understanding of this study that Internet use helps to enhance student's academic pursuit.

References

- Baran, S. J. (2000). Introduction to Mass Communication. Boston: McGraw Hill.
- Bawa, D. T. G. (2014). The Influence of Social Networking on Student Associations' Electioneering Campaign: A Study of Theatre and Performing Arts Students Association (Tapasa) A.B.U Zaria. Being an M.A. Dissertation Submitted to the School of Post-Graduate Studies from the Department of Theatre and Performing Arts, Ahmadu Bello University, Zaria.

- Bello, A. A. (2012). Effects of Social Networking on Nigerian youths/Students. *Nigeriaobservernews.com/26022012/sundayobserver/features.html*. (Retrieved, 12/07/2012)
- Grant, A. E. (2008). Dimensions of Media Convergence. In Grant, A. E. and Wilkinson, J. S. (eds) *Understanding Media Convergence: The State of the Field*. New York: Oxford University Press.
- Ikpa, E. H. and Olisa, F. P. (2010). "The Era of New Media Technologies and the Challenges of Media Relations Practice in Nigeria". *J. Communication* 1(2), pp59-68. Kamla-Raj.
- Liman, R. A. (2014) *New Media in Higher Education: A study of Social Media Usage Among Students of Ahmadu Bello University Zaria, Nigeria*. Being a PhD Thesis Submitted to the Department of Theatre and Performing Arts Ahmadu Bello University Zaria.
- Mugo, F. W. (2002). *Sampling in Research*. Retrieved from <http://trochim.human.cornell.edu/tutorial/mugo/tutorial.htm>.
- Salawu, A. (2007). A foundation Paradigm of Development and Development Communication, In *Journal of Society. Development and Public Health* Vol 1 pp57-71.
- Singhal, A. (2004). *Empowering the Oppressed Through Participatory Theatre*. Ohio: Sage
- Udende, P. (2010). Internet Access and Use Among Students of the University of Ilorin, Nigeria. *Journal of Communication and Media Research*, Department of Mass Communication, Vol. 2 No. 1
- Verster, M. (2010). A Social Media Toolkit for Journalism Classroom. *Rhodes Journalism Review*. No. 30. July pg. 36.
- Itodo, D. S. (2012) *Nigeria: Youths and Social Networking Obsession*. *AllAfrica.com/stories/20110140376.html*. October, 2011.

Acceptance of Electronic Health Record for Improving Quality of Health Service Delivery: Case Study of Aminu Kano Teaching Hospital, Nigeria.

SHEHU IBRAHIM, SHAMSUDEEN A. SANI, AMAAL KINENE NSEREKO
Kampala International University, Uganda

Abstract. This study investigated acceptance of EHRs for Improving Quality of Health Service Delivery at Aminu Kano Teaching Hospital, which is the largest teaching hospital in Northern Nigeria. Findings indicated that study participants accept and use EHRs in order to enhance their job performance and believed that the system is very useful in their work. EHRs improves Service Quality and most of the antecedents of technology adoption (Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions) are significantly correlated ($p < .01$, $p < .05$) with Quality of EHRs, but fall short with Employee Satisfaction. Acceptance of EHRs has brought tremendous changes to the healthcare service and there is need to upgrade the functionality of the EHRs for sustainability.

Keywords: Electronic Health Record, EHRs, System Quality, Employee Satisfaction, Aminu Kano Teaching hospital, Health informatics

1. Introduction

Electronic Health Record system is an integral part of medical informatics that supports and maintains information about patient's health problems and the treatments they have received. It is used by clinical staffs, to monitor, improve, and report data on health care quality and safety. It serves to provide medical staff, and also patients with timely information to support treatment. Electronic Health Records have been

used to improve quality of health service delivery for many decades (Adele-mari Kleynehans, 2011; Akanbi et al., 2012; Biruk Senafekesh, Yilma Tesfahun, AndualemMulusew, & Tilahun Binyam, 2014; Jawhari, 2016; Jeminiwa & Fox, 2016; Leventhal, Cummins, Schwartz, Martin, & Tierney, 2015; Luchenski et al., 2012; Sinsky, Beasley, Simmons, & Baron, 2014; Wasserman, 2016). Universal Electronic Health Records (EHRs) has become an inevitable technological advancement in the computerized, information system/management process. If properly implemented, the benefits of storing and sharing patient information electronically are many, which includes: Facilitation of patient safety; promote standardized, evidence-based practices; electronic prescribing and test-ordering that reduces errors and redundancy; Faster, more accurate health care communication, faster responses to patient inquiries; access and retrieval of medical records from both on-site and remote locations; fewer duplicative tests; more complete capture of charges; reduction in healthcare costs; efficient diagnosis; enhance coordination of complex care; reduction in adverse drug events; and general improvement in the quality and safety of medical services (Akanbi et al., 2012; Ann Swan, Lang, McGinley, & Ann, 2004; Jawhari, 2016; Jeminiwa & Fox, 2016; Silow-Carroll, Edwards, & Rodin, 2012; Sinsky et al., 2014).

Apart from using EHRs to collect and manage clinical data, EHRs data are also very useful for

assessment and evaluation studies to investigate social determinants of health, population health, practitioners and patients perception / attitudes towards a particular healthcare intervention and to control disease outbreak (Boonstra, Versluis, & Vos, 2014; Dixon, McGowan, & Grannis, 2011; Haneuse et al., 2016; Jeminiwa & Fox, 2016; Jones & Furukawa, 2014; Leventhal et al., 2015; May & George, 2011; Nguyen, Bellucci, & Nguyen, 2014; Silow-Carroll et al., 2012). Users of the EHR system comprises of clinical staff such as Doctors, who create records for patients, edit the information in the system, view patient history. Nurses, who regularly monitors the records of patients that are involved in treatment, health visitors (nurses who visit people at home to check on their treatment), and medical laboratory scientists. Nonmedical users include, receptionists who make appointments, health record managers, who maintain the records in the system, statistical officers, health record clerks, health record attendants, laboratory technicians, and other administrative staff who generate reports at different times. The system is used to record information about patients (name, address, age, next of kin, etc.), consultations (date, doctor seen, subjective impressions of the patient, etc.), conditions, and treatments. Reports are generated at regular intervals for medical staff and health authority managers (Ian Sommerville, 2015).

Electronic Health Record Systems are very popular in countries like Canada, Norway, Australia, Denmark, Estonia, Netherlands, and Sweden (Adele-mari Kleynhans, 2011; Jeminiwa & Fox, 2016), and currently gaining relevance in sub-Saharan Africa, with sixteen cases of successful implementation been reported (Jeminiwa & Fox, 2016). While the adoption and implementation of such systems have been successful in few social systems, there have been reported cases of slow adoption (Adele-mari Kleynhans, 2011; Biruk Senafekesh et al., 2014; Jawhari, 2016; Jeminiwa & Fox, 2016; Jones & Furukawa, 2014; Leventhal et al., 2015; Nguyen et al., 2014; Silow-Carroll et al., 2012; Sinsky et al., 2014; Wasserman, 2016) and even failure of such systems (Yogeswaran & Wright, 2010). There are reported cases where the system cost more than expected, some other

cases where the system was developed/deployed but never used, other cases where the system was used for a while, but later abandoned, and cases where the system created additional difficulty for users. The cost of running and maintaining an information system are not planned for or envisaged by many users; likewise is the cost and challenges of staff training and maintenance (Adele-mari Kleynhans, 2011; Akanbi et al., 2012; Biruk Senafekesh et al., 2014; Jawhari, 2016; Silow-Carroll et al., 2012; Yogeswaran & Wright, 2010). The fear is that EHRs might not be sustainable by the host institutions in sub-Saharan Africa if international partnerships are not maintained (Akanbi et al., 2012; Oyibocho, Irinoye, Sagua, Essien, & Okome, 2014). The aforementioned is a major reason why the use, adoption and implementation of information systems such as Electronic Health Record systems need to be studied carefully.

Many researchers and practitioners have advocated for a national/centralized electronic management system within states/countries, as this will inevitably improve quality of health care service delivery (Adele-mari Kleynhans, 2011; Ann Swan et al., 2004; Dixon et al., 2011; Yogeswaran & Wright, 2010). A nationally centralized Electronic Health Record Systems remain relatively rare in developing countries, but are currently been put in place, in most industrialized, developed countries to improve quality of health service delivery (Adele-mari Kleynhans, 2011; Akanbi et al., 2012; Jawhari, 2016; Jeminiwa & Fox, 2016; Leventhal et al., 2015; Silow-Carroll et al., 2012; Sinsky et al., 2014; Wasserman, 2016). There have been many challenges to a national or centralized electronic health record systems in most developed countries, which has largely to do with the issue of funding, unique patient identifier, standards, privacy and security, stakeholder buy-in and other complexities associated with the system (Adele-mari Kleynhans, 2011; Boonstra et al., 2014; Wasserman, 2016). However, beyond a national/centralized EHRs, healthcare centers in Africa and most developing countries, still struggles with managing and running their own in-house systems efficiently (Akanbi et al., 2012; Jawhari, 2016; Jeminiwa & Fox, 2016;

Jones & Furukawa, 2014; Oyibocha et al., 2014; Silow-Carroll et al., 2012; Yogeswaran & Wright, 2010). The challenges here are quite unique, which is generally as a result of resistance from end users, technical, infrastructure, and financial resource limitation, high cost of hardware, software and communications systems needed to manage the system. Some of these challenges can be overcome, through bridging the digital divide, wider use of information technology and studying the process of efficient technology penetration, adoption and implementation. It is also likely to see software and hardware cost been much more affordable with new entrants into the EHR system market, competition amongst service providers and introduction of improved easy to use technology.

Globally, lots of efforts have been made to encourage and advocate for the use of EHRs. For example, an initiative in the UK 'Connecting for Health' was developed with the primary purpose of developing a computer database of patient health records 'from cradle to grave' for use by clinicians (Friedman, 2006). This initiative has been widely successful and the government have since keep the policy and improved it by connecting local records systems in a centralized fashion. In the US, Health Information Technology for Economic and Clinical Health (HITECH) Act, part of the American Recovery and Reinvestment Act of 2009 (ARRA, or the stimulus package), established incentive Payments from the Medicaid and Medicare programs for hospitals who are in the forefront of adopting and implementing EHRs in order to encourage and speed up widespread adoption and use of EHRs, to improve healthcare service delivery (Jones & Furukawa, 2014; Silow-Carroll et al., 2012). To drive home the importance of Electronic Health Record Systems, a Commonwealth Fund report in 2007 recommended that a one percent assessment on insurance premiums and Medicare outlays should be used to finance and cater for the adoption and implementation of Electronic Health Record Systems. This demonstrates how significant and valuable EHR systems is in today's health care centers.

Most African countries face complex challenges in quality health care delivery, persistent high prevalence of communicable diseases and rising prevalence of non-communicable diseases due to many factors, some of which are: Insufficient skilled healthcare workers, resistance to change, lack of efficient health information systems, rising cost of medical facilities, corruption and wastage, limited financial resources as well as the huge burden of diseases (Abdulraheem, Olapipo R, & O, 2012; Adele-mari Kleynhans, 2011; Akanbi et al., 2012; Biruk Senafekesh et al., 2014; Jeminiwa & Fox, 2016; Langmia, 2016; Oyibocha et al., 2014; PharmAccess Foundation, 2014; Welcome, 2011). Rural communities fared worse in quality health care delivery and most patients find themselves in a precarious situation, accepting the services they get as the norm or, without complaints even when they imagine it to be sub-standard. Consequently, many victims of poor health care services decide to stay at home or engage in alternative medicines. They consult quacks in many circumstances, only to rush to health centers in period of emergency, often too late for life-saving interventions. Large percentage of rural dwellers living with HIV/AIDS in sub-Saharan Africa still depend largely on traditional healers and quacks for counseling, treatment and healthcare. Many of these challenges can be reduced with proper and efficient application of EHR systems, which will lead to the goal of achieving universal health coverage, defined as equitable access to affordable, accountable, appropriate health services of assured quality by all people (World Health Organization, 2016) .

Studies have revealed that small, community based clinics and health centers serving higher caseloads of low-income patients, are far less likely to implement EHRs than large clinics situated in urban areas (Adele-mari Kleynhans, 2011; Jones & Furukawa, 2014; Oyibocha et al., 2014). Similar conclusion was arrived at by (Yogeswaran & Wright, 2010) who studied EHRs implementation in South Africa and (Jawhari, 2016) who studied the challenges of Implementing EHRs in a Slum settings in Kenya. However, many clinics and hospital situated in urban centers in Africa and some developed countries face similar challenges with

proper EHRs implementation (Jones & Furukawa, 2014; Yogeswaran & Wright, 2010). This reality reinvigorated the need to investigate how electronic health record systems can be used efficiently to improve health record management and to find out about the problems associated with effective use of this technology. This is a problem that has been observed in many developing countries (Adele-mari Kleynhans, 2011; Biruk Senafekesh et al., 2014; Jawhari, 2016; World Health Organization, 2016; Yogeswaran & Wright, 2010) and that is why, it is necessary to study the acceptance of electronic health record in order to improve the quality of health service delivery at hospitals and medical centers.

The popularity of EHRs in hospitals and medical centers in sub-Saharan Africa was spurred by international efforts to collect data on, and combat the HIV/AIDS epidemic (Jeminiwa & Fox, 2016; World Health Organization, 2016). Besides, the availability of this system has been sustainable in most part, due to several factors, key factors being the narrowness in the digital divide gap, improved awareness, increased access to internet, and collaboration between African and international institutions in health care service delivery (Abdulaheem et al., 2012; Akanbi et al., 2012; Biruk Senafekesh et al., 2014; Jawhari, 2016; World Health Organization, 2016). Although, Internet access in Africa has grown from 2% in year 2005, to 10% penetration rate in year 2010 to 28.7% penetration rate in year 2016 (Internet World Stats, 2016). This currently represents close 29% of the population, which is far below the world average of 50.1%. Nigeria has one of the highest internet penetration rate among African countries with 52% penetration rate. Although the internet is present in all 54 African countries, access is often concentrated in urban centers, with no access in most rural centers where over 80% of the population resides. This uneven distribution has affected the realization of the full benefits of EHRs in sub-Saharan Africa.

Despite large investment in health care facilities in Nigeria, delivery of quality health care services remains a big challenge in the country (Abdulaheem et al., 2012; Akanbi et al., 2012;

Ayeni & Misra, 2014; Oyibocha et al., 2014; PharmAccess Foundation, 2014; Timothy et al., 2014; Welcome, 2011). Aminu Kano Teaching Hospital is the largest, most patronized and the only federal Teaching Hospital in Kano State. Besides, it is the biggest hospital in Northern Nigeria, and one of the few teaching hospital in the region. Kano state itself is one of the largest states in Nigeria, in terms of population. This is why this hospital has been selected for analysis. Nigeria's poor healthcare delivery has been blamed on rising cost, limited financial resources, inefficient health management systems, and huge burden of infectious disease outbreaks year after year (Abdulaheem et al., 2012; Ayeni & Misra, 2014; Oyibocha et al., 2014; PharmAccess Foundation, 2014; Timothy et al., 2014; Welcome, 2011). This is particular evident in the Northern part of the country. Despite the adoption of Electronic Health Record System at Aminu Kano Teaching Hospital (AKTH), the Quality of Health Service Delivery is still poor. Lack of infrastructure that will support the use of the system, poor utilization of the system, poor skill to use Electronic Health Records, resistance to change amongst staff, and unstable network are some of the hindrance to the quality health service delivery in many healthcare settings in Africa (Akanbi et al., 2012; Biruk Senafekesh et al., 2014; Jawhari, 2016; Jeminiwa & Fox, 2016; Langmia, 2016; Oyibocha et al., 2014; PharmAccess Foundation, 2014; Silow-Carroll et al., 2012). These factors constitute some of the indicators of poor Services Delivery and this could be explained by the theory of Consumer Acceptance and Use of Information Technology.

The Consumer Acceptance and Use of Information Technology (Venkatesh, Thong, & Xu, 2012), which is the Extended Unified Theory of Acceptance and Use of Technology (UTAUT) integrated constructs across eight models and provided a refined view of how the determinants of intention and behavior in a social system evolved over time. The authors identified that there are three direct determinants of behavioral intention (performance expectancy, effort expectancy and social influence) and two direct determinants of usage behavior (facilitating conditions and behavioral

intention) and three direct determinants of acceptance of technology (Hedonic Motivation, Price Value and Habit). This theory has been tested by many behavioral science researchers and provides a solid foundation that guides future studies in the area of technology adoption/acceptance/use

The constructs that are studied in this research are: Performance Expectancy, Efforts Expectancy, Social Influence and Facilitating Conditions in relation to Quality of Health Service Delivery and Employee Satisfaction. Although the UTAUT2 (Venkatesh et al., 2012) came with additional three construct: Price, Habit and Hedonic motivation that influence behavioral intention to use a technology. But they are not considered necessary in the current study. *Performance Expectancy* is defined as the level at which using technology will provide consumers benefits and improve their performance in certain activities. *Effort Expectancy* is defined as the degree of ease associated with using a technology by the consumers. *Social Influence* is the level to which consumers see that using a particular technology is very important and consumers associate (e.g., family and friends) believe that consumers need to use a particular technology. *Facilitating Conditions* is the degree to which consumer's view that the existing technology or resource of the organization will support the new incoming technology

Therefore, the purpose of this study is to investigate the use of Electronic Health Records for improving quality of health service delivery. The specific objectives under which the research was carried out are:

- (i) To investigate the level of "Acceptance of Electronic Health Records" at Aminu Kano Teaching Hospital, Kano State, Nigeria.
- (ii) To examine the extent at which "Electronic Health Records Improves Quality of Health Service Delivery" at Aminu Kano Teaching Hospital, Kano State, Nigeria.
- (iii) To determine if there is a significant relationship between "Acceptance

of Electronic Health Records" and "Quality of Health Service Delivery" at Aminu Kano Teaching Hospital Kano State, Nigeria.

- (iv) To determine if there is a significant relationship between the variables of "Consumer Acceptance and Use of Technology" and "Employee Satisfaction".

The outcomes of this study are useful to management of Aminu Kano Teaching Hospital to understand their weaknesses and area that should be improved to deliver Quality of Health Service to their customers. The result is also useful to other teaching hospital and medical facilities in Nigeria who are in the process of or already adopting EHRs in order to establish factors to consider for proper and efficient use of the system. The management and staff of Aminu Kano Teaching Hospital and other health centers will understand the ways they should approach Electronic Health Records usage for both staff and patients for better service delivery.

2. Research method

2.1 Research Design

Quantitative research approach was adopted in this study, which consists of descriptive research designs such as descriptive correlation, since the study intended to establish if there is a significant relationship between Acceptance of Electronic Health Records and Quality of Health Service Delivery and to establish if there is a significant relationship between Electronic Health Records and Employee Satisfaction. Cross sectional design was used since the study was carried out within a specified period of time, in such a manner that the data was collected from the respondents at once.

2.2 Study Population

The target populations of this study were staff of Aminu Kano Teaching Hospital majorly from the Health Record Department and Laboratory Department. The two departments consist of 150 employees, the Health Record Department consist of 80 staffs, the numbers of health record managers, 5; health records assistants, 15; health record technicians, 12; confidential secretaries,

5; statistical officers, 5; health record clerks, 15; health record attendants, 23;. The laboratory department consist of 70 staffs distributed as: no of blood analyst, 10; registrar, 5; senior registrar, 7; senior medical laboratory scientists, 5; medical laboratory scientists, 9; laboratory technicians, 14; internal medical laboratory scientist, 7; chief medical laboratory scientists, 9; assistant chief medical laboratory scientists, 4;

2.3 Sample Size and Sampling Procedure

The sample size for this study was 109 respondents who were selected from the target population of 150, at Aminu Kano Teaching Hospital Kano State, Nigeria. This sample was arrived at using Sloven's formula of sample size computation. To select the sample of 109 respondents from target population of 150, stratified sampling technique was used. In this technique, the respondents were grouped according to the interest of the researchers. The researchers grouped the respondents into smaller groups called strata depending on the category of the respondents and then simple random sampling was used to select respondents from different stratum until the required sample of 109 was reached. This gives every individual equal chances of participating in the study.

2.4 Data Collection and Analysis

Data for the purpose of this study was collected using a survey questionnaire. The questionnaires were administered personally by the researchers to the respondents. The questionnaires comprised of both open ended and closed ended questions. Participants were required to answer all the questions to the best of their knowledge. The questionnaires were used because they are cheap, quicker, can reach many respondents, and they are generally free from bias. Besides, they provide accurate information since respondents take their time to answer the questions. The researcher obtained an introductory letter from the School of Computing and Information Technology, Kampala International University, Uganda and took it to Aminu Kano Teaching Hospital Kano State Nigeria. After the letter was approved, the researchers proceeded to collect the data. After the collection of data, all returned questionnaires was checked to see if all questions are answered or are answered to a

level useful for data analysis. Afterwards, the data gathered was edited, coded into the computer and statistically treated using SPSS software.

2.5 Validity of the Data Collection Instrument

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. This study test two types of validity: that is, Face Validity and Construct Validity. Face validity was ensured with guidance of experts who studied the item statements in the questionnaire to ensure that it has meaningful statements related to the constructs intended to be measured. Construct validity was achieved through Exploratory Factors Analysis (EFA). Using principal component analysis and Varimax rotation method, Communalities, Determinant, Barlett's Test of Sphericity and Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy. For the factor analysis to be considered appropriate, Barlett's Test of Sphericity should be significant at ($p < .05$) and values of Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy must be between 0.6 and 1.0 (Kaiser & Derflinger, 1990).

SPSS software was used to perform the Exploratory Factors Analysis (EFA). The test was ran on the pilot data, and results show that the scale items measuring each of the constructs satisfy the condition of validity. For all the constructs, the value of *Kaiser-Meyer-Olkin* (KMO) is above 0.6. At this stage we were able to determine the construct or indicators and items or questions that should be retained on the questionnaire and conceptual framework. Consequently, all the items in the questionnaire were retained.

3. Data Analysis

The researchers used frequencies and percentages to analyze the profile of respondents. Mean and Standard Deviation was used to analyze Objective 1: *the level of Electronic Health Records Acceptance in Aminu Kano teaching hospital* and Objective 2: *the extent at which Electronic Health Record Improves Quality of Health Service Delivery*. Pearson's (r) coefficient value was used to

analyze Objective 3: *the relationship between Acceptance of Electronic Health Records and Quality of Health Service Delivery at Aminu Kano Teaching Hospital* and Objective 4: *relationship between the variable of Consumer*

Acceptance and Use of Technology and Employee Satisfaction.

The following mean ranges and interpretations were used:

A. For the level of Electronic Health Records Acceptance

Mean Range	Response Mode	Interpretation
3.26-4.00	Very high	Very satisfactory
2.26-3.25	High	Satisfactory
1.26-2.25	Low	Fair
0.26-1.25	Very low	Poor

B. For the Quality of Health Service Delivery

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very satisfactory
2.26-3.25	Agree	Satisfactory
1.26-2.25	Disagree	Fair
0.26-1.25	Strongly disagree	Poor

The 0.05 and 0.01 level of significance was used and the Pearson's (r) linear correlation coefficient (PLCC) was used to determine if there is a significant relationship between the Acceptance of Electronic Health Records and Improvement on Quality of Health Service Delivery at Aminu Kano Teaching Hospital, Kano State Nigeria.

4. Results and Findings

4.1 Characteristics of Respondents

Respondents were asked to present information regarding their demographic information which was given in terms of their gender, age, level of education, marital status and their number of working years in the hospital.

Table 4.1 Respondents' Gender

Gender category	Frequency	Percentage
Male	48	65.8
Female	25	34.2
Total	73	100.0

Table 4.1 indicates the total number of respondents. The result show that most of the respondents in this sample were male with 65.8% of the total sampled population, whereas female represents 34.2 % of the total sampled population. Hence, the results suggested that most of the staff of Aminu Kano Teaching Hospital of Health Records and laboratory department are male.

Table 4.2: Level of Education

Level of Education	Frequency	Percentage
Secondary school	9	12.3
Diploma	32	43.8
HND	12	16.4

Bachelors degree	12	16.4
Masters degree	7	9.6
PhD	1	1.4
Total	73	100.0

Results from table 4.2 above indicates that 9 out of 73 respondents (12.3%) of the total sample population had attained secondary level of education. 32(43.8%) have attained diploma level of education, 12 (16.4%) have attained HND level of education, 12(16.4%) have attained Bachelor's degree level, whereas only 7(9.6%) and 1(1.4%) were Masters degree holders and PhD holder respectively. This implies that most of the staff of laboratory and health record Department in Aminu Kano Teaching Hospital were educated to a Diploma level.

Table 4.3: Years of Working Experience

Respondents' years of experience	Frequency	Percent age
below 2 years	14	19.2
3-5 years	26	35.6
6-8 years	23	31.5
10 years and above	10	13.7
Total	73	100.0

The result in Table (4.3) shows respondent's working experience at Aminu Kano Teaching Hospital. Most of the respondents have working experience of 3-5 years in the hospital (35.6 %) and the lowest percentage are respondents with 10 to above years of working experience (13.7 %). This implies that most of the respondents have been working at Aminu Kano teaching hospital for more than 4 years.

Table 4.4: Respondents' Age

Respondents' age	Frequency	Percent age
below 20	8	11.0
21- 30	29	39.7
31-40	24	32.9
41-50	9	12.3
61 years to above	3	4.1
Total	73	100.0

The results from (Table 4.4) shows that 29 (39.7%) out of 73 respondents were of the age group, 21-30 years and these were the majority, followed by 24 (32.9%) who were in the age group 31-40 years, followed by 9 (12.3%) who are under the age group of 41-50, whereas only 8 (11.0%) and 3 (4.1%) were in the age group of below 20 years and 61 years and above respectively. Hence this implies that most of the staff of Aminu Kano Teaching Hospital of the electronic health record; laboratory and record departments are between 20-30 years old.

Table 4.5: Electronic Health Record Acceptance at Aminu Kano Teaching Hospital

Performance Expectancy				
	Mean	Std. Dev.	Mean rank	Interpretation
PE1	3.25	.795	3	High

PE2	3.16	.782	4	high
PE3	3.33	.800	2	Very high
PE4	3.38	.659	1	Very high
Average mean	3.28			Very high
Effort Expectancy				
	Mean	Std. Deviation	Mean Rank	Interpretation
EE1	3.19	.700	4	high
EE2	3.23	.874	3	high
EE3	3.27	.731	2	Very high
EE4	3.47	.783	1	Very high
EE5	3.16	.928	5	high
Average mean	3.27			Very high
Social Influence				
	Mean	Std. Deviation	Mean Rank	Interpretation
SI1	3.10	.730	1	high
SI2	3.01	.773	2.5	high
SI3	2.77	.890	4	high
SI4	3.01	.717	2.5	high
Average mean	2.97			High
Facilitating Condition				
	Mean	Std. Deviation	Mean Rank	Interpretation
FC1	3.10	.767	2	High
FC2	3.21	.726	1	High
FC3	3.05	.896	3	high

The first Research Question: **What is the level of Electronic Health Record Acceptance at Aminu Kano Teaching Hospital Kano State, Nigeria?** The answer to the first research question is presented in Table 4.5 above. Results under “Performance Expectancy” generates a mean value of 3.28 which is very high. This implies that the employees surveyed at Aminu Kano Teaching hospital, perceived that the EHRs provides benefits to their daily work and improves their performances. From Table 3.6 the results of “Effort Expectancy” produced an average mean value of 3.27, which is also considered very high. This implies that, respondents perceive the EHRs to be easy to use, flexible and friendly. Similarly, the results under “Facilitating condition”, produced an average mean is 3.12, which is also considered high. This implies that staff perceived that the facilities and investment provided by the management largely facilitated the acceptance and use of EHRs in the hospital. However, the results under “Social Influence” shows an average mean of 2.97, which is considered moderate. This implies that patients, friends, management, and other people in the social circles can also see and appreciate the benefits of EHR system at Aminu Kano teaching hospital. The overall average mean of the four indicators is 3.16, which is considered very high. This gives a general impression that the employees surveyed have positive perception about the acceptance and use of Electronic Health Record System at Aminu Kano Teaching Hospital, Kano, State.

The second Research Question: **What is the level of Quality Health Service Delivery at Aminu Kano Teaching Hospital, Kano State, Nigeria.** The answer to the second research question is presented in Table 4.6. The respondents were surveyed about their perception on “Electronic Health Record” for improved Quality of Health Service Delivery at Aminu Kano Teaching hospital. The result provided an average mean of (3.30), which is very high. This implies that employees believed that the use of electronic health record in the hospital provides a lot of benefit to them and improves staff performance and service quality of the hospital.

Table 4.6: Quality of Health Service Delivery at Aminu Kano Teaching Hospital, Kano State, Nigeria.

	Mean	Std. Deviation	Mean Rank	Interpretation
EHR1	3.33	.746	1	Very high
EHR2	3.27	.692	4	Very high
EHR3	3.32	.831	2	Very high
EHR4	3.30	.794	3	Very high
Average mean	3.30			Very high

The third Research Question: **Is there a significant relationship between Acceptance of Electronic Health Record and Quality of Health Service Delivery?** The result of the third research question is presented in Table 4.7. The result of running, Pearson's (r) Linear Correlation Coefficient shows that there is significant relationship between Acceptance of Electronic Health Record and Quality of Health Service Delivery in Aminu Kano Teaching Hospital.

Table 4.7: Correlation between Acceptance of Electronic Health Record and Quality of Health Service Delivery

Acceptance of Electronic Health Record	Pearson (r)	Quality of Health Service Delivery
Performance Expectancy	Pearson Correlation	0.342**
	Sig. (2-tailed)	.003
Effort Expectancy	Pearson Correlation	0.516**
	Sig. (2-tailed)	.000
Social Influence	Pearson Correlation	0.369**
	Sig. (2-tailed)	.001
Facilitating Condition	Pearson Correlation	0.445**
	Sig. (2-tailed)	.000
	N	73
**. Correlation is significant at the 0.01 level (2-tailed).		

Respondents were surveyed about their perception of "Performance Expectancy" on the Acceptance of Electronic Health Record (Mean=3.28, SD=2.31) and "Quality of Health Service Delivery" (Mean=3.30, SD=2.42). A Pearson's r correlation analysis revealed a very significant but moderately positive relationship ($r=0.342^{**}$, $P<=.01$, $N=73$). The result (Table 4.7) shows that "Performance Expectancy" is significantly related to "Quality of Electronic Health Records Service". The implication is that electronic health record improves job satisfaction of the employee. Therefore, it is recommended that hospital management improves and invest more on electronic health records as this likely to improve employee job performances.

Also respondents were surveyed about their perception of "Effort Expectancy" on Acceptance of Electronic Health Record (Mean=3.27, SD=3.18) and "Quality of Health Service Delivery" (Mean=3.30, SD=2.42). A Pearson's r correlation analysis (Table 3.7) indicated that there is significant positive strong relationship ($r=0.516^{**}$, $P<=.01$, $N=73$) between the constructs. The findings of this study indicated that "Effort Expectancy" is significantly related with "Quality of Health Service Delivery". This suggests that the Electronic Health Record System at Aminu Kano Teaching Hospital is user friendly, the interface is

easy to use, and it improves data accessibility and retrieval. It is easy to learn, and the functionalities of the system is clear and understandable.

More so, respondents were surveyed about their perception of “Social Influence” on Acceptance of Electronic Health Record (Mean= 2.97, SD=2.15) and “Quality of Health Service Delivery” (Mean=3.30, SD=2.42). A Pearson’s r correlation analysis (Table 3.7) show that there is significance but moderate correlation ($r=0.369^{**}$, $P<01$, $N=73$) between the two constructs. The outcome of this study shows that “Social Influence” is significantly correlated with “Quality of Health Record Services”. This implies that both the patients, their families and other people associated with the hospital perceived that using the system is very important, very useful and improves quality of health service delivery.

Furthermore, respondents were surveyed about their perception of “Facilitating Condition”, on Acceptance of Electronic Health (Mean=3.12, SD=1.79) and “Quality of Health Service Delivery” (Mean=3.30, SD=2.42). A Pearson’s r correlation analysis (Table 3.7) revealed that there is a significant correlation but not so strong ($r=0.445^{**}$, $P<01$, $N=73$). The findings of this study indicated that “Facilitating Condition” is significantly related to “Quality of Health Service Delivery”. This implies that the adoption of Electronic Health Record at Aminu Kano Teaching Hospital provides benefit to both patient and management and it also improves the service delivery at the hospital, although the management has not fully adopted the system in all departments. But there is this belief that if the system is fully adopted, it will improve the general quality of health service at the hospital.

Fourth Research Question: Is there a significant relationship between Variables of Consumer Acceptance and Use of Technology and Employee Satisfaction? The result of the study presented in Table 4.8 shows the relationship that exists between Variables of Consumer Acceptance and Use of Technology and Employee Satisfaction in Aminu Kano Teaching Hospital.

Table 4.8: Correlation between Variables of Consumer Acceptance and Use of Technology and Employee Satisfaction

Consumer Acceptance variables	Pearson (r)	Employee Satisfaction
Performance Expectancy	Pearson Correlation	0.274*
	Sig. (2-tailed)	0.019
Effort Expectancy	Pearson Correlation	0.228
	Sig. (2-tailed)	0.052
Social Influence	Pearson Correlation	0.407**
	Sig. (2-tailed)	0.000
Facilitation Condition	Pearson Correlation	0.381**
	Sig. (2-tailed)	0.001
	N	73
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Respondents were surveyed about their perception of “Performance Expectancy” as regard to Electronic Health Record (Mean=3.28, SD=2.31) and “Employee Satisfaction” (Mean=2.89, SD=3.24). A Pearson’s r data found a positively significant but low correlation ($r=.274^*$, $P<=.05$, $N=73$). The findings of this study reveal that “Performance Expectancy” of a technology does not necessarily leads to “Employee Satisfaction” with their job. This

might imply that technology has no relationship or affects job satisfaction. Future researchers may look into factors such as: incentives, promotion, salary increment that comes with acquiring skills in new medical technology as a factor that may lead to “employee satisfaction”.

In addition, respondents were studied about their perception of “Effort Expectancy” as regard to Electronic Health Records (Mean=3.27,

SD=3.18) and “Employee Satisfaction” (Mean=2.89, SD=3.24). A Pearson’s r data reveal that there is a no significant relationship ($r=.228$, $P>.05$, $N=73$) between the two constructs. Results indicate that “Effort Expectancy” does not improve job satisfaction. This may be due to the fact that the staffs are still not very comfortable with the use of technology. Further investigation and observation carried out suggest that many of hospital staff have not come to term with the application of advanced technology in their work. They see the Electronic Health Record System as the benefit and success of the hospital management and not part of their own personal achievement. There is no enumeration for skills competence in this new technology, and there is no additional or special recognition.

Moreover, respondents were surveyed about their perception of “Social Influence” on Electronic Health Record (Mean=3.30, SD=2.42) and “Employee Satisfaction” (Mean=2.89, SD=3.24). A Pearson’s r correlation analysis revealed that there is a positive significant relationship ($r=.407^{**}$, $P<=.01$, $N=73$) between the two constructs. The analysis of this study revealed that “Social Influence” is significantly related with “Employee Satisfaction”. This implies that employees perceived that the use of Electronic Health Record at Aminu Kano Teaching Hospital, is important to provide patients with timely and effective services.

More so, respondents were surveyed about their perception of “Facilitating Condition” on Electronic Health Record (Mean=3.12, SD=1.79) and “Employee Satisfaction” (Mean=2.89, SD=3.24). A Pearson’s r correlation analysis indicated that there is a significant positive moderate relationship ($r=.381^{**}$, $P<=.01$, $N=73$). The result of this analysis revealed that “Facilitating Condition” is significantly correlated with “Employee’s Satisfaction”. This implies that employees of Aminu Kano Teaching Hospital perceive the benefits of adopting Electronic Health Record System at the hospital to be substantial. Electronic Health Records improved their performance by reducing errors, data redundancy, and resolves the problems of missing of files. It facilitates patient safety and

quality improvement, faster responses to patient inquiries, faster data accessibility and retrieval, provides timely and accurate information to support treatment of patients.

5. Discussion

The study investigated the acceptance of Electronic Health Record System at Aminu Kano Teaching Hospital, so that there can be an improvement in Quality Health Service Delivery. We believe that the acceptance or adoption of a technology is not the end of discussion; it is a means to an end. There is need to constantly and periodically monitor and observe the way a new technology is been used and the changes (positive or negative) this technology has brought to the social system or institution for which it has been introduced. Electronic Health Record is a very important system in any hospital and medical center and it is important to study the transformation it has brought to health care service at Aminu Kano Teaching Hospital. Aminu Kano Teaching Hospital is located in the main commercial hub of Northern part of Nigeria, characterized by large population, persistent high prevalence of communicable diseases and rising prevalence of non-communicable diseases. The EHR system was adopted by the teaching hospital, recently to ease the problem of healthcare services and the result of our study suggests that, there has been an improvement in healthcare service as a result of the acceptance of the EHRs.

Findings with respect to demographic data, revealed that most of the participants amongst the departments surveyed were educated to a diploma level. This comprises majorly of the young group of employees who are very excited about the EHRs technology. Therefore, the management should focus more attention on these group, encourage them to pursue higher degrees and organize trainings for them on the advance use of EHRs. Majority of the employees accept and use Electronic Health Record System in order to enhance their job performance and they also believed that the system is very useful in their work. This demonstrate acceptance of the technology amongst participant and this is highly

encouraging for the teaching hospital. Electronic Health Record acceptance increases service delivery and staff performance by reducing data redundancy, missing files. It increases faster data accessibility and retrieval, and allow service providers to communicate regularly and securely within the hospital through the use of e-message communication. This shows that the level of acceptance of the EHR system is high and the management should focus on full implementation of the system. Employee acceptance of technology help in improving organizational performance and workflow of information. However, in some cases, like the one studied here, technology acceptance does not always improve employee job satisfaction. This may be due to the fact that the employee are still not very comfortable and skilled with the use of the technology. This is as a result of less-familiarity or literacy among older employee which can result in negative attitudes toward computing technology. In general, the performance of the hospital is likely to be on the increase due to potential benefit of the use of Electronic Health Record system.

According to (Silow-Carroll et al., 2012), the EHRs must be integrated through a well-designed process and into a receptive culture for successful implementation in any organization. All levels of staff must be involved from inception, requirement gathering, development, and training. this argument was also reinforced by (Yogeswaran & Wright, 2010). We observed that older employees are not very receptive to EHRs adoption. Similar findings was reported by (Jones & Furukawa, 2014). Therefore, we encourage the management of Aminu Kano Teaching Hospital to develop strong organizational culture amongst employees to pave way for easy acceptance of new technologies and also provide incentives for such, as this has also been noted (Adele-mari Kleynhans, 2011; Jones & Furukawa, 2014; Silow-Carroll et al., 2012) to be a key factor in the adoption process.

Furthermore, we will recommend to the management, the provision of facilities that support employees in the proper, efficient, and easy use of the Electronic Health Record system

and also for the management to adopt Electronic Health Record system for other departments. It is recommended that the Government of Nigeria and the hospital management, should support the adoption of other similarly useful health technologies and invest more in technology that supports increase service delivery, in order to enhance the performance of the hospital in healthcare delivery. It will be beneficial, if the management can focus more attention on the young employees, encourage them to pursue higher degrees and organize trainings for them on the advance use of EHRs. It will also be rewarding for the management to conduct constant evaluation to monitor the changes and impact newly adopted technology is having on their staff performance, service delivery and to understand factors that affect their employee's job satisfaction.

The Government of Nigeria should invest and advocate for a centralized EHRs that can connect all teaching hospital across the country. This will be a database of patient information and should be designed to run on PCs, so that it may be accessed and used from sites that do not have secure network connectivity. When there is secure network access, patient information in the centralized database, can be used. However, medical staff can also be able to download and use local copies of patient records when they are disconnected. The main requirement of such a system will be privacy, which is a critical system requirement. It is essential that patient information is confidential and is never disclosed to anyone apart from authorized medical staff and the patient themselves. The system must also function to interact and exchange data with other clinical information systems. This will go a long way in improving the quality of healthcare services across the country.

A recent study by (Jawhari, 2016) noted that research publications on EHRs implementation in African countries are still very limited, still growing and there is need for more research work on this topic, especially in resource-constrained (slums) and underdeveloped settings. Dixon et al (2011) also noted that assessment studies are very critical in enhancing

health care service delivery. Future researchers can study other aspects of the EHRs that are not yet studied. They can look at the aspect users find difficult to implement in the system and proffers solutions to them. Researchers should explore the possibilities of studying the information security aspect of EHRs and what systems developers, managements, and system managers need to do in order ensure that patient's information does not get into the hands of wrong individuals.

References

- Abdulraheem, S. I., Olapipo R, A., & O, A. M. (2012). Primary Health Care Services in Nigeria: Critical Issues and Strategies for enhancing the Use by the Rural communities. *Journal of Public Health and Epidemiology*, 4(1), 5–13. <https://doi.org/10.5897/JPHE11.133>
- Adele-mari Kleynhans. (2011). *Is South Africa ready for a national Electronic Health Record (EHR)? Is South Africa Ready for a National Electronic Health Record?* University of South Africa (UNISA). Retrieved from http://uir.unisa.ac.za/bitstream/handle/10500/6128/2011_MBL3_Research_Report_A-M_Kleynhans.pdf?sequence=1
- Akanbi, M. O., Ocheke, A. N., Agaba, P. A., Danियam, C. A., Agaba, E. I., Okeke, E.N., & Ukoli, C.O. (2012). Use of Electronic Health Records in sub-Saharan Africa: Progress and challenges. *Journal of Medicine in the Tropics*, 14(1), 1–6. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/25243111>
- Ann Swan, B., Lang, N. M., McGinley, A. M., & Ann, B. (2004). Access to Quality Care: Links between Evidence, Nursing Language, and Informatics. Retrieved from <http://jdc.jefferson.edu/nursfp>
- Ayeni, F., & Misra, S. (2014). Overcoming barriers of effective health care delivery and electronic health records in Nigeria using socialized medicine. In *2014 11th International Conference on Electronics, Computer and Computation (ICECCO)* (pp. 1–4). IEEE. <https://doi.org/10.1109/ICECCO.2014.6997568>
- Biruk Senafekesh, Yilma Tesfahun, AndualemMulusew, & Tilahun Binyam. (2014). Health Professionals readiness to implement electronic medical record system at three hospitals in Ethiopia: A cross sectional study. *BMC Medical Informatics and Decision Making*, 14(115), 1–8.
- Boonstra, A., Versluis, A., & Vos, J. F. J. (2014). Implementing electronic health records in hospitals: a systematic literature review. *BMC Health Services Research*, 14(370).
- Dixon, B. E., McGowan, J. J., & Grannis, S. J. (2011). Electronic Laboratory Data Quality and the Value of a Health Information Exchange to Support Public Health Reporting Processes. *AMIA Annu Symp Proc*.
- Friedman, D. J. (2006). Assessing the potential of national strategies for electronic health records for population health monitoring and research. *Vital and Health Statistics. Series 2, Data Evaluation and Methods Research*, 143(1), 1–83. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/17552126>
- Haneuse, S., Bogart, A., Jazic, I., Westbrook, E. O., Boudreau, D., Theis, M. K., ... Arterburn, D. (2016). Learning About Missing Data Mechanisms in Electronic Health Records-based Research: A Survey-based Approach. *Epidemiology (Cambridge, Mass.)*, 27(1), 82–90. <https://doi.org/10.1097/EDE.0000000000000393>
- Ian Sommerville. (2015). *Software Engineering (10th Edition)* (10th ed.). London: Pearson. Retrieved from <https://www.amazon.com/Software-Engineering-10th-Ian-Sommerville/dp/0133943038>
- Internet World Stats. (2016). Internet World Stats - Usage and Population Statistics. Retrieved January 12, 2017, from <http://www.internetworldstats.com/>
- Jawhari, B. (2016). *Benefits and Challenges of Implementing an Electronic Medical Record System in an Urban Slum in*

- Kenya. *Masters thesis*. University of Alberta. Retrieved from https://era.library.ualberta.ca/files/cm61rg99k/Jawhari_Badeia_201603_MSc.pdf
- Jeminiwa, R., & Fox, B. (2016). Electronic Health Records Implementation in Sub-Saharan Africa: A Review of the Literature. *Research in Social and Administrative Pharmacy*, 12(4), e16. <https://doi.org/10.1016/j.sapharm.2016.05.039>
- Jones, E. B., & Furukawa, M. F. (2014). Adoption and use of electronic health records among federally qualified health centers grew substantially during 2010-12. *Health Affairs (Project Hope)*, 33(7), 1254–61. <https://doi.org/10.1377/hlthaff.2013.1274>
- Kaiser, H. F., & Derflinger, G. (1990). Some Contrasts Between Maximum Likelihood Factor Analysis and Alpha Factor Analysis. *Applied Psychological Measurement*, 14(1), 29–32. Retrieved from <http://conservancy.umn.edu/bitstream/handle/11299/107735/v14n1p029.pdf?sequence=1&isAllowed=y>
- Langmia, K. (2016). Cyberculture and E-health Communication in Africa. In *Globalization and Cyberculture* (pp. 115–120). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-47584-4_11
- Leventhal, J. C., Cummins, J. A., Schwartz, P. H., Martin, D. K., & Tierney, W. M. (2015). Designing a System for Patients Controlling Providers' Access to their Electronic Health Records: Organizational and Technical Challenges. *Journal of General Internal Medicine*, 30(S1), 17–24. <https://doi.org/10.1007/s11606-014-3055-y>
- Luchenski, S., Balasanthiran, A., Marston, C., Sasaki, K., Majeed, A., Bell, D., & Reed, J. E. (2012). Survey of patient and public perceptions of electronic health records for healthcare, policy and research: Study protocol. *BMC Medical Informatics and Decision Making*, 12(1), 40. <https://doi.org/10.1186/1472-6947-12-40>
- May, M., & George, S. (2011). Using students' tracking data in E-learning: Are we always aware of security and privacy concerns? *2011 IEEE 3rd International Conference on Communication Software and Networks, ICCSN 2011*, (Iciet), 10–14. <https://doi.org/10.1109/ICCSN.2011.6013764>
- Nguyen, L., Bellucci, E., & Nguyen, L. T. (2014). Electronic health records implementation: An evaluation of information system impact and contingency factors. *International Journal of Medical Informatics*, 83(11), 779–796. <https://doi.org/10.1016/j.ijmedinf.2014.06.011>
- Oyibocha, E. O., Irinoye, O., Sagua, E. O., Essien, O. –, & Okome, O. L. F. (2014). Sustainable Healthcare System in Nigeria: Vision, Strategies and Challenges. *IOSR Journal of Economics and Finance*, 5(2), 2321–5933. Retrieved from www.iosrjournals.org
- PharmAccess Foundation. (2014). *Nigerian Health Sector Market Study Report*. Amsterdam. Retrieved from https://www.rvo.nl/sites/default/files/Market_Study_Health_Nigeria.pdf
- Silow-Carroll, S., Edwards, J. N., & Rodin, D. (2012). Using Electronic Health Records to Improve Quality and Efficiency: The Experiences of Leading Hospitals. *The Commonwealth Fund*, 17(1608).
- Sinsky, C. A., Beasley, J. W., Simmons, G. E., & Baron, R. J. (2014). Electronic Health Records: Design, Implementation, and Policy for Higher-Value Primary Care. *Annals of Internal Medicine*, 160(10).
- Timothy, G., Irinoye, O., Yunusa, U., Dalhatu, A., Ahmed, S. 5, & Suberu, A. (2014). Balancing Demand, Quality and Efficiency in Nigerian Health Care Delivery System. *European Journal of Business and ManagementOnline*, 6(23), 2222–2839.
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer Acceptance and Use of Information Technology: Extending the Unified Theory of Acceptance and Use of Technology. *MIS Quarterly*,

- 36(1), 157–178. Retrieved from
file:///C:/Users/User/Downloads/SSRN-
id2002388.pdf
- Wasserman, M. (2016). Electronic Health
Records. In *The Business of Geriatrics*
(pp. 159–163). Cham: Springer
International Publishing.
[https://doi.org/10.1007/978-3-319-
28546-7_23](https://doi.org/10.1007/978-3-319-28546-7_23)
- Welcome, M. O. (2011). The Nigerian health
care system: Need for integrating
adequate medical intelligence and
surveillance systems. *Journal of
Pharmacy & Bioallied Sciences*, 3(4),
470–8. [https://doi.org/10.4103/0975-
7406.90100](https://doi.org/10.4103/0975-7406.90100)
- World Health Organization. (2016). *The Work of
WHO in the African Region 2015–2016*.
WHO Regional Office for Africa, P.O.
Box 6, Brazzaville, Republic of Congo.
Retrieved from
[http://apps.who.int/iris/bitstream/10665/
249152/1/9789290233251-eng.pdf](http://apps.who.int/iris/bitstream/10665/249152/1/9789290233251-eng.pdf)
- Yogeswaran, P., & Wright, G. (2010). EHR
implementation in South Africa: how do
we get it right? *Studies in Health
Technology and Informatics*, 160(Pt 1),
396–400. Retrieved from
<http://www.ncbi.nlm.nih.gov/pubmed/20841716>

Part Six

Teaching and Learning Skills

Effective Approaches to the Teaching of Learning to Read and Reading to Learn: Nigeria Context

MARY OCHEENIA ANYEBE
University of Jos, Nigeria.

Abstract. The paper examined effective approaches to the teaching of learning to read and reading to learn in Nigeria context. The article therefore defined the concept of reading in accordance to the stages involved, the belief, theories and those assumptions about issues in reading, methods of teaching learning to read, the content areas in reading was provided using sample modeling. It was concluded that for effectiveness of teaching learning to read and reading to learn in the school system, effective approaches relevant to the students' interest should be adopted. Relevant suggestions were also made to guide effective stages of approaches to teaching learning to read and reading to learn in the school system.

Keywords: Effective approaches, Teaching of learning to read, Reading to learn and Nigeria context.

1. Introduction

Reading begins as learning to read for every school-age child, but in order for the child to enjoy the benefits derivable from being able to read, the skill must evolve into reading to learn. According to Unoh (1969, p.1), learning to read becomes a progressive development of skills ranging from recognition of verbal symbols to the interpretation and evaluation of materials of great complexity. It's pertinent to stress at the beginning of this submission that any nation or a student or an individual that seeks relevance and

empowerment in today's society must take reading seriously. In the words of Oyetunde (2002), "No nation or an individual can rise or develop beyond the quality of his/her literacy level". In today's world of information communication technology, it is literacy that dictates what a nation, a student or an individual becomes.

The learner in today's world needs civic, global, financial and even health literacy. For example, the world is a global village now and it is only through literacy that the learner can be aware of that. However, one serious problem facing primary and even secondary education today is illiteracy. An alarming high percentage of primary and secondary school children are not learning to read, let alone reading to learn. Yet, one critical objective of primary education is to inculcate in children permanent literacy and the ability to communicate effectively. Children are failing to learn to read because they are not being taught reading in any meaningful way. Poor methodology is the main cause of children's reading failure. Many primary school teachers do not know how to teach reading. Some think that children develop reading skills immediately they enter school. This is not true. To be able to learn how to read and read to learn, teachers at the primary school especially need to make conscious effort to develop this all important skills in their learners.

According to Unoh as cited in Umolu (1999), reading is an indispensable tool of learning in the various hierarchies of modern education system. Even though it is possible at various rungs of educational ladder to get by without possessing advanced reading skills such as critical, creative, inferential and rapid reading skills, effective learning at schools and advanced educational institutes demand possession and application of at least the minimum skill required for specific reading task. The question is what then is reading? The answer to this question will go a long way in helping teachers to know how to teach reading of any kind.

2. The Concept Reading

Reading by definition is the ability to make sense of print, that is the ability to obtain information from printed or written page (Oyetunde, 2002). For Taiwo (2002, p. 36) reading involves word recognition, the decoding of marks on the page, comprehension and consideration of meaning from words and sentences. Here comes the duty of the teachers; teaching pupils and students, using effective and meaningful strategies to develop the ability to decode print. Meaning resides in print and it is only through proper teaching that the students or pupils could build the bridge between theirs and the writers.

Another question is what then does it mean to teach learning to read and reading to learn? It is important for the reading teaches at any educational level to ascertain the differences between these two concepts in order to help students read well. Learning to read means developing beginning reading skills from the scratch, that is, teaching children from letters of the alphabet, both in the upper and lower cases to two letter words and above. From here too, the teacher moves to teach phrase, clauses, sentences and bigger grammatical structures like paragraphs.

To teach beginning readers well, teachers need to do the following: Oral Language formation stage-oral language competence is the foundation of reading success. If we expects pupils to be able to read and write well in

English in a meaningful way, that is to express their experiences and feeling in the language orally. Activities such as story-telling and retelling, news on the board, debate etc. should be used to build their foundation. Print awareness stage: Teach pupils that the blank marks on the pages as of printed material are meaningful. Teach them that books communicate pieces of information which are enjoyable.

Another stage is word recognition stage, Here, help pupils to acquire what is called sight words. Sight words are individual words pupils can recognize instantly at sight. When a pupil recognizes a word, it means he can pronounce it and also knows its meaning for example names of human beings – Ojo, Ali, John etc, names of animals-goat, dog, horse, cat, rat etc. There is also the phono-phone mic stage. At this stage, pupils are helped to have understanding that letters represent sounds blended together. They are also taught to combine individual letter sounds and group sounds (syllable) to form words-phonetic method that is being used today, mostly in the nursery and primary schools.

The last stage at this foundational level is the comprehension stage. All the previous activities are pointers to this stage. This is the stage where pupils are taught to use reading as a tool of learning. At the comprehension stage, they have passed the level of word recognition. Reading at this stage, emphasizes silent reading as against oral or loud reading. The ultimate goal of teaching reading and reading itself is comprehension if there is no comprehension during any reading exercise, then the reader is only “barking at print” which is also called “useless activity”.

3. Beliefs, Theories or Assumptions about Reading

Before delving into the issue of methods of teaching learning to read and reading to learn, it is important to discuss feelings of reading experts on what happens when a reader reads. These feelings or beliefs are what we call theories assumption, beliefs or models of reading, and there are three (3) major ones namely:

- Top down
- Bottom up
- Interactive.

These three beliefs formed the basis of the various methods of teaching of reading that exist in language teaching field. We shall examine them briefly one after the other.

Top down: The proponents of this theory believe that meaning resides in the reader's prior knowledge that the reader brings to bear on the passage. Their major argument is that the reader has experienced the world in various forms and his brain is not tabular rasa, so as he ploughs the reading material, he makes meaning based on his background experience which plays prominent role in the meaning making and meaning getting process.

Bottom up: The experts in this category asserted that the meaning a reader gets from any reading material depends on what is presented in the passage; adding that the reader's prior knowledge or background experience plays little or no role at all in the meaning making process. Their belief is that the reader has to process the material from the smallest linguistic unit to the biggest before making meaning.

Interactive model or theory: Experts who belong to this category argued that both the background experience and the text itself, that is what is presented in the text play important role in the meaning making and meaning getting process.

Implication of these theories in a nutshell is that the teacher of reading, either learning to read or reading to learn has to make use of methods or strategies that consider the learner's prior knowledge and what is presented in the text.

4. Methods of Teaching Learning to Read

As experts in education, there is the need to know that the crisis Nigeria is having in education generally and reading in particular is as a result of:

- Inadequate preparation of teachers.
- Poor methodology.

In the area of reading, reading experts such as Oyetunde (2017) believe that instructional practices for beginning readers are incoherent and confusing. This means if at the beginning of elementary education children are not well taught reading with appropriate methods, they are bound to become poor readers and poor readers will eventually become poor writers.

There is no one single best method of teaching reading but whatever method a teacher chooses to use must take into consideration the particular circumstance and the levels of the readiness of the children to be taught. However, there are two prominent basic methods of teaching learning to read (in order words beginning readers). These are the Phonics method and the whole language method.

The Phonics method: This general approach was advocated as early as the 1700s in French Jansenist and port Royal Schools. The idea behind the method grouped together as phonics method is to teach the individual letters by the sounds they make-not by their conventional names and then to induce children to blend these sounds together in new letter combinations. The phonics method is sometimes called "sound emphasis methods". It seeks to teach children right early that a written word is composed of letters or letter groups and a spoken word or speech is made up of a series of individual sounds. The method encourages children to begin reading through auditory training, that is training their ears to recognize the sounds of letters and associate these sounds with the shapes of the letters in written form. This is carried over to the association of the letters and the sound with specific words which they learn in the process.

The phonics method teaches children to "sound out" new words. Here, they first learn what a letter stands for, and then to associate the sound/letter to specific words. For example when they have been taught to recognize and pronounce the letters f, p, t, b, m, s, d, etc and then they are introduced to the short vowels a, e, I, o, u, they could be led to combine letters to form words, for example fat, fit, mat, met, bat, bet, bit, but etc. in this way they are led to creatively form words on their own and be able

to say which letters to combine to arrive at such words. Teachers here simply write consonant sounds and tell the children to fill them up to form words. This can be done in their exercise books after they have mastered the practice.

The process encourages the children to acquire an automatic recognition of the letters and their respective sounds. They merely need to see the letter flashed to them and they would be able to pronounce these, almost on an automatic basis. The advantage of this method is that children learn the sounds of the letters and then associate one with the other.

Whole Language method: This is another very effective method of teaching children how to read.

According to (Oyetunde, 2009), the term whole language as used in the reading method refers to any reading method that begins with such meaningful units of language as words, sentences or stories. That means it does not begin with sounds. There are two common forms of the whole language method- Look and say method and whole sentence method. Look and say method is the one by which children learn to recognize a word by sight after being exposed to it a number of times. In this way, children more or less memorize it without knowing the letters that make up the word. This method helps children to build a bank of sight words.

Whole sentence is like look and say except that children are exposed to an entire sentence and they tend to memorize the sentence after seeing it a number of times.

The sentence is usually accompanied by a picture, for example a picture of a cat running and a sentence is written below to show what the animal is doing. The advantages include-encouraging children to begin to write early, it gets them to be involved in connected printed material rather than to letters for long before connecting the letters to form words. The weakness of this method is that children never acquire full phonics foundation. They cannot decode unfamiliar words. However, the advantages far out-weigh the disadvantages.

Other methods of teaching and learning beginning reading skills include the following:

Language Experience Approach (LEA) – Language experience approach (LEA) is similar to NOB in many respects, the only difference is that the experiences or stories the children dictate follow a particular theme or order. In language experience approach, children are encouraged to talk about their interests and experiences. The goal of this literally activities in this approach is meaning making from personal perspective and instruction is designed to help children express themselves clearly.

Literacy Awareness Programme (LAP) – This is a language activity which involves having an adult read interesting stories aloud to children every day. This generates an interest in reading. It develops children's listening skills and introduces them to book language. According to Oyetunde (2009), LAP as a beginning reading method helps pupils to demonstrate awareness that print is meaningful and they do that by stating what they like about the story and what it teaches them.

Not only that, it improves their attention span since they have to listen to story from the beginning to end. In addition, this approach improves pupils' listening and speaking skills and their knowledge of left to right sequencing will be demonstrated.

News On The Board (NOB) - News on the board involves asking children to share their news or experiences in the class, and the teacher writes some of the news on the board to read with the children. This activity is an excellent way to let the children see that writing is speech written down. It is important to bear the following features of NOB in mind.

The news is a daily activity in which the current information and the day of the week is recorded. The current news items make up the second part of the news on the board. These news items are dictated by the pupils and do not follow any sequence or theme. The teacher simply asks pupils to share recent event happenings or experiences of special interest to them (Obot, Ntukidem, Oko & Ansa, 2001; Oyetunde, 2009& Adekwu, 2010).

Here is an example of a day's News on the Board.

Mary said, "My mother travelled to Lagos".

John said, "I saw a cow on my way to school".

Ade said, "I saw a dead dog in the street".

Obi said, “My father bought a new car”.

Having seen the various methods of teaching learning to read, we shall also discuss briefly how to teach reading to learn.

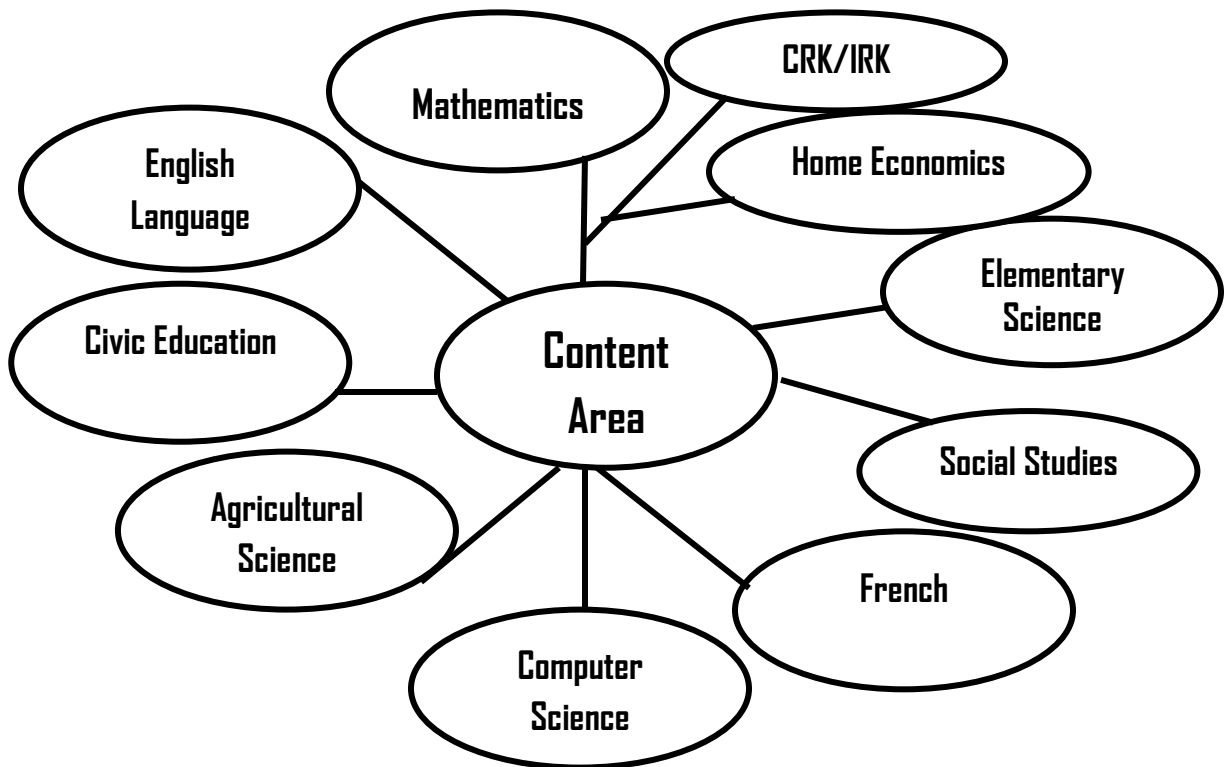
5. Teaching Reading to Learn

Teaching reading to learn or reading in the content area or subject areas refers to the same thing as teaching in the school subjects. There is no specific definition of content area reading instructional programme. Its purpose however, is to help students locate, comprehend

and retrieve information as expressed in different styles of writing (Isiugo-Abanihe in Andzayi & Omolu, 2004).

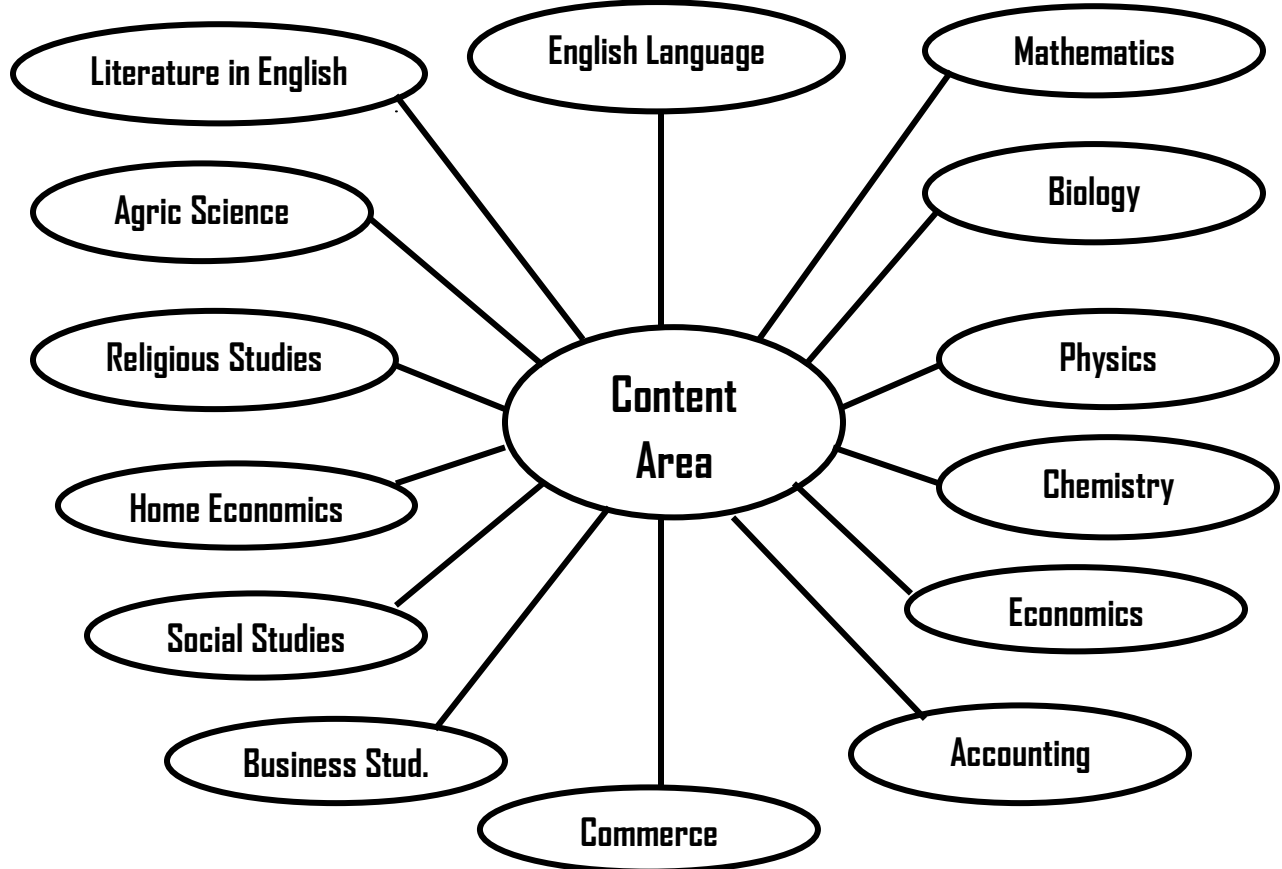
Content analysis or reading to learn are practices and philosophies of content analysis that varies between scholarly communities (Wikipedia, 2017). Reading to learn also involves activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. Study the following diagrams:

At the Primary School level, the content area reading includes reading in these subjects:



Source: Author made chart in line with Primary school curriculum

At the Secondary School level, the content area reading includes reading in these subjects:



Source: Adapted from Guidance and counseling career chart 2017

At the Tertiary/University level, content area reading includes all the professional courses. They include: Law, Medicine, Pharmacy, Education, Engineering, Accounting to mention but a few.

Since English is the medium of instruction in Nigeria, it is the duty of the reading teacher or English teacher to teach the students all these expository texts using appropriate methods. By grouping all the content area subjects can be classified into the following:

- Maths
- Social Sciences
- Sciences and
- Arts

One thing a content area reading teacher should know is to struggle to identify the text type of each reading material. Diverse content area reading texts could be narrative, descriptive,

argumentative, expository to mention but a few – (see Anyebe, 2011 Fundamentals of Literature for Schools and Colleges, A Complete Guide for details).

Also, adapt SQ3R OR SQ4R method and QAR strategy in teaching reading to learn.

SQ3R means = Survey, Question, Read, Review and Recite or Survey, Question, Read, Review, Recite and Recall.

Another method is the QAR which is used to teach all levels of comprehension

Q – Where is the answer?

Right there

Words are right there, in one place, in the text) (Literal level of comprehension)

Q – Where is the answer?

Think and search

Words are in the text, in more than one place)
literal level

Q – Where is the answer?

Author and you

Use what is in the text and what is in your head
– (infer interpretive level of comprehension)
(use your background knowledge)

Q – Where is the answer?

On your own

Answer is in your head – (critical or evaluative
level of comprehension)

More importantly, the teacher of reading to learn
should make use of pre-reading activities in all
his/her lessons. Learn to arouse the students’
interest by activating their background – what
you think they know about the passages to be
read.

6. Conclusion

There is the need to give priority attention to the
subject of teaching learning to read and reading
to learn in our schools. This is because the
importance of helping students to master these
all important skills cannot be over stressed. The
mastery of these skills influences greatly the
extent to which students make sense of school
and societal activities. From the submission in
this paper, no single method is sufficient.
Consequently, teachers are advised to employ all
available strategies such as the ones discussed
here to ensure students entrusted into their hands
acquire adequate reading skills that will make
them proficient in English Language. This will
make them participate competently in global
economy which in turn would boost their all-
round development.

7. Suggestions

Based on the issues raised in this paper, the
following suggestions are made:

- Teach children oral language skills
before literacy skills.
- Set goal and purpose for each reading
lesson.
- Teach reading readiness skills before
reading to learn skills.

- Teach them using appropriate strategies,
how to retrieve explicitly and implicitly
stated information from print.
- Teach vocabulary development skills.
- Use pre-reading activities to arouse
children’s interest before the actual
reading.

References

- Adekwo, O. (2010). A Study on Communication
Skills in Classroom Learning in Junior
Secondary School, Otukpo L.G.A of
Benue State. An Unpublished B.A Ed
Project, University of Jos, Jos-Nigeria.
- Andzayi, C & Umolu, J (2004). Reading
Instruction in Primary and Secondary
Schools. Jos: Department of Special
Education, University of Jos - Nigeria.
- Ansa S.A, Bassey, B.U, Nta E.& Okwe, J.O
(2001). Developing Literacy through
Reading the World and Media. In A. E.
Arua, J. Umolu, T. Oyetunde & C. E.
Onukao. Journal of International
Reading Association, 3 (4), 107-108
- Anyebe, M. O. (2011). Fundamentals of
Literature for Schools and Colleges: A
Complete Guide. Jos: Tomma Press Ltd.
- Crowder, R. C. (1982). The Psychology of
Reading: An Introduction. Oxford:
Oxford University Press.
- Haggai, M. P. (2017). Trends in Rekindling the
Damped Reading Culture in Nigeria.
Being a paper presented on the occasion
of Flag Off ceremony of Read, Learn,
Grow Literacy Organization of Nigeria
at National Museum, Jos: March 9th,
2017.
- Obot, A.E, Ntukidem, E.D, Okon, B.A. & Ansa,
S.A. (2001). Using News on the Board
to Develop Reading Skills: In A. E.
Arua, J. Umolu, T. Oyetunde & C. E.
Onukao. Journal of International
Reading Association, 3 (4), 105-106
- Oyetunde, T. O. & Muodomogu, C. A (1999).
Effective English Teaching in Primary
and Secondary School: Some Basic
Considerations and Strategies. Jos
Conference on Educational
Improvement held on 25th June 1999.

- Oyetunde, T. O. (2002). A Reading Nation is a Winning Nation: Promoting a Reading Culture in and Outside School. Being a Paper Delivered at the 5th Annual speech and prize-giving day ceremony of Command Day Secondary School, Rukuba, Jos, July, 27th, 2002.
- Oyetunde, T. O (2009). Beginning Reading Scheme: Empowering Teachers to help their Pupils become Good Readers. Jos: LECAPS Publishers.
- Oyetunde, T. O. (2013). The Intentional English Teacher, Theories, Methods and Activities: Tips for Teaching English Functionally, Jos: LECAPS Publishers.
- Oyetunde, T. O. (2015). Olu, Musa and Eze cannot read: Arresting the drift toward basic and higher illiteracy. An Unpublished University of Jos inaugural lecture series 69. June 4th 2015.
- Oyetunde T. O (2017). Approaching Teacher Training and Beginning Reading Instruction differently to help Nigerian Primary School Pupils Learn to Read and Love to Read. Being a lead paper presented at 10th Pan African Literacy for all Conference, held at Sheraton Hotel and Towers, Abuja, 27th – 31st August, 2017.
- Umolu, J. J. (1997). Reading and Reading Instruction at the Primary and Secondary School Levels: State of the Art and Strategies for Improvement. In T. O. Oyetunde, J. S. Aliyu, A. Nwoke & A. F. Miri, (Eds.). English teaching & improvement. Jos: LECAPS Publishers, 1-13
- Unoh S.O (1969). Reading to Remember. A Guide to Efficient Reading: New York. Oxford University Press

Influence of Teaching Effectiveness and Goal -Setting on Organisational Commitment of Secondary Schools Teachers in Ogun State, Nigeria

SUBUOLA CATHERINE ABOSEDE, OLUGBENGA A. AKINTOLA
Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria.

Abstract. Organisational commitment of employees is one of the competitive advantages for corporate success and productivity. Its multidimensional stance has made so slippery and volatile especially among the teachers. Hence, this study therefore, investigates the influence of teaching effectiveness and goal-setting strategy on the organisational commitment of secondary school teacher in Ogun State, Nigeria. Ex-post facto survey design and simple random sampling technique were adopted for the study. Adopted Questionnaires (OCS, $r = .76$; TES, $r = .72$; GSS, $r = .84$) with a section for demographic data were administered on a sample of One Hundred and Eighty secondary schools teachers from eighteen (18) schools in Sagamu Local government area, Nigeria. Regression statistics was used for data analysis at 0.05 level of significance. The findings showed that the variance in organizational commitment of secondary school Teachers is accounted for by teachers' teaching effectiveness and goal setting, although, the effect size is small. Also, it was concluded that teaching effectiveness predicted organizational commitment better than goal-setting strategy of the teachers. Based on the findings, it was recommended that educational managers should consciously and deliberately identify the psychosocial and organisational constructs in addition to teaching effectiveness and goal-setting strategy platform for planned action programmes that would strengthen organisational commitment of secondary school teachers among others.

Keywords: Teaching Effectiveness, Goal-setting, Organisational Commitment, Secondary schools

1. Introduction

The bane of the prevailing economic challenges in the world in recent time seems to be the poor retention and commitment of knowledge workers across organisations. The interesting paradox is that instead of organisations using the committed workforce in gaining competitive advantage; layoffs, downsizing and underemployment tend to be the human resource strategic-option for corporate survival. The trend in the educational organisations (the school system) is quite worrisome as organisational commitment of teachers is highly volatile and slippery. Occupational and geographical mobility rates have portrayed teachers as the most nomadic professionals in recent time. The emerging knowledge economies that offers alternative employment opportunities is providing windows of escape for teachers as the seemingly best and most experienced are willing to move from one organisation to another in the bid of searching for better work conditions.

Organisation commitment is a psychological attachment to an organization and reflects the degree to which employee internalizes or adopts the characteristics or perspectives of the organization (Ruokolainen, 2011). It is connected to many things such as work satisfaction, sickness related absences and willingness to change job. It is expected to be

improved relationships and performance of the organization. Organisational commitment has many positive outcomes for individual and the organization. It has potential to influence employee's well-being; it has shown to increase employee's job satisfaction. It reduces employees' turnover and has the potentials of improving relationships and organisational performance.

Organisations with committed employees have a clear competitive advantage in talent strategy and business results that is difficult to imitate. (Meyer & Herscovitch 2001; Wright, Gardner, Moynihan & Allen 2005; Shahid & Azhar 2013). There are a variety of factors that influence organisational commitment, such as: job-related factors, employment opportunities, personal characteristics, positive relationships, organisational structure, and management style. These factors could be economical and psychosocial that affects all categories of employees irrespective of trade and profession.

The teaching and learning process revolves around the roles of the teacher and student among which the latter is prominent as it is a known fact that no education can rise above the level of its teacher. Apparently, organisation commitment of teachers seems to be affected by multivariate factors which include the teaching effectiveness. Teaching effectiveness is an observable instructional behaviour of teachers in the classroom rather than on factors that may explain such behaviour (e.g., teacher beliefs and knowledge and interpersonal competencies). The observable instructional behaviour includes: orientation, structuring, questioning, teaching-modelling, applications, management of time, teacher role in making classroom a learning environment, and classroom assessment. It can be defined as activities that promote student learning where student ratings, self-reviews, and peer evaluations are all used for evaluating different aspects of teaching.

However, the most productive way in which to obtain commitment is to actively involve the team members in the goal-setting process. The sharing knowledge during this process makes the goal to be clearer, sufficiently challenging

and have an appropriate level of complexity. The two most important findings of goal-setting theory by Edwin Locke are that setting goals generates higher level of performance than setting vague goals. Goals that are more specific and thus more challenging and harder to achieve, often have a direct and positive impact on performance. This relies on the notion that the harder the goal, the more a person will strive to work towards it.

One of the most effective ways management gain commitment from their staff is through annual appraisal system where goals are discussed and agreed. As part of this exercise, the goals set will adhere to established expectations and rewards that can be offered. Before anyone is committed to a goal, there is a need to ascertain that there are sufficient resources available, without these resources, desired goals might not been achieved and this is an essential element of gaining commitment. The effectiveness of goal setting may be limited if employees cannot evaluate and improve upon their performance (effectiveness). It is therefore vital that people are aware of their performance level and if they are on trade to allow them to progress, as well as alter their performance strategies in areas of weakness.

The organisational commitment of teachers in recent years seems to be dwindling leading to the resultant poor academic engagement and performance of students among other. Pecuniary and non-pecuniary factors within the school system have been advanced for this deficiency without much recourse to the psychosocial behavior of the teachers. It is on this premise that, this study investigated the influence of teaching effectiveness and goal-setting on organisational commitment if secondary school teachers in Ogun State, Nigeria.

2. Hypotheses

H0¹: There is no significant composite effect of teaching effectiveness and goal setting on organizational commitment of Secondary School Teachers.

H0²: There is no significant relative effect of teaching effectiveness and goal setting on organizational commitment of Secondary School Teachers.

3. Method

3.1 Design

The study adopted ex-post-facto research design. Simple random sampling technique was used, having Eighteen (18) schools randomly selected from twenty-seven (27) Secondary Schools in Sagamu Local Government Area. Ten (10) teachers were selected respectively from each of the schools. In total, One Hundred and Eighty (180) respondents were selected to participate in the study.

3.2 Instruments

Three research instruments were used in this study. Organisational commitment scale (OCS), Teaching effectiveness scale (TES) and Goal-setting Scale (GSS) were adopted and administered on the respondents. The scales were divided into two sections with Section “A”, dealing with the demographic data of the teachers, while the section “B” elicits responses on the variables. The organisational commitment scale (OCS) consists of twenty-one (21) items with internal consistency coefficient of 0.76; Teaching effectiveness scale (TES) has twenty-three (23) items with reliability coefficient of 0.72; while Goal-setting scale has twenty-nine (29) items with 0.84 reliability coefficient. All the items were measured was based on 4-points Likert scale with 1 demonstrating “Strongly Agree” and 4 demonstrating “Strongly Disagree”.

3.3 Procedure

The questionnaires were administered personally by the researchers on the teachers. One Hundred

of Seventy Two (172) were collected after some days, having attrition of Eight (08) questionnaires of which the concerned respondents were exempted from the study. Data resulting from the instruments were analysed using correlation matrix, analysis of variance, independent t-test and multiple regression analysis at 0.05 level of significance.

4. Results

The results are as presented in tables 1-2

Hypothesis 1:

There is no significant composite influence of teaching effectiveness and goal setting on organizational commitment of Sec. Sch. Teachers.

Table 1:

Model Summary of the Multiple Regression Analysis for the Composite Influence of teaching effectiveness and goal-setting to the prediction of organisational commitment of secondary school teachers in Ogun State.

R	R ²	Adjusted R ²	F	Sig
0.354	0.125	0.115	12.141	0.00

The table shows the R-value with the adjusted R² (0.115) which signifies that 11.5% of the variance in organizational commitment of Secondary School Teachers is accounted for by teachers’ teaching effectiveness and goal setting. Though the effect size is small (0.115), the F-value (12.141) which is significant at 0.05, (P<0.05) indicates that the influence is significant.

Hypothesis 2:

There is no significant relative effect of teaching effectiveness and goal setting on organizational commitment of Sec. Sch. Teachers.

Table 2:

Beta Coefficients and t Ratio for Relative Influence of teaching effectiveness and goal-setting to the prediction of organisational commitment of secondary school teachers in Ogun State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	48.419	3.379		14.330	.000
1 Goal Setting	.030	.026	.085	1.157	.249
Teaching Effectiveness	.139	.031	.326	4.441	.000

a. Dependent Variable: Organisational Commitment

From the table, the beta values explain the strength of each independent variable on criterion variable. It shows that while goal setting has a beta value of 0.085, teaching effectiveness has 0.326. This shows that teaching effectiveness predicted organizational commitment better than goal setting. The t-values with the level of significance, show that only teaching effectiveness has relative significant effect on organizational commitment.

5. Discussion

The result of the study showed a variance in organizational commitment of secondary school Teachers that was accounted for by teachers' teaching effectiveness and goal-setting, although the influence was quite small. This implies that the commitment of teachers to the school system could not be chiefly influenced by the teaching effectiveness and the goal-setting strategy adopted by the teachers. This aligns with the findings of Antilla (2014) that factors affecting the organizational commitment are divided into three categories. The first one consist matters directly linked to the company itself. The second category has factors linked to the work community and the third is formed by factors related to the work characteristics. Company's strengths lie in its' interesting field of business and variety opportunities it can offer for employees globally. To improve organizational commitment it should pay attention to its' human resource practices.

Moreover, the major factors that influence organisational commitment of teachers are not

psychosocial behaviours of the teachers but are factors that are within the corporate system of the schools. Incontrovertibly, employee organisational commitment is a complex issue. Organizational commitment seems to be connected to many things that are considered important such as; work satisfaction, sickness related absences and willingness to change job. These could be the reasons for reason for the small contribution of teaching effectiveness and goal-setting strategy of the teachers.

According to Cohen (2007) there are four-component commitment model which have timeframe and makes distinction between organizational commitment that develops before entering the organization and commitment developed after the entry. It was argued that among the four components, instrumental and psychological attachments are bases for employee commitment to an organisation. Instrumental commitment is attachment based on more tangible exchange relationship, like rewards and salary while psychological attachment is perceptions of justice, perceptions of organizational support and transformational leadership. The foregoing are factors different from the personal characteristics of the employees (teachers) which could be the justification for the infinitesimal contribution of teaching effectiveness and goal-setting strategy of the teachers.

In addition, Meyer et al. (2002) came up with four antecedent categories after a wide meta-analysis. First, organizational commitment seems to be related to demographic variables,

such as age, gender, education and length of service in one organization. Second, they found that work experiences, like organizational support, role conflict and role ambiguity, have an effect on organizational commitment. Third group is availability of alternatives and investments, including transferability of education and skills. Fourth, there are individual differences, like external locus of control and task self-efficacy. This further support the findings that contributions of teaching effectiveness and goal-setting are small which could be as a result of the multi-dimensional stance of organisational commitment.

Furthermore, this result shows that teaching effectiveness predicted organizational commitment better than goal-setting strategy. It further indicates that only teaching effectiveness has relative significant effect on organizational commitment. For almost have of a century, there have been many researches on the teacher behaviours as predictors of student achievement in order to build up a knowledge base on effective teaching (Doyle, 1986; Galton, 1987; Creemers, 1994; Muijs & Reynolds, 2000). The amount of learning experiences acquired the students seems to be predicated on when teachers prioritise academic instruction and allocate available time to curriculum-related activities. Consistent success in students' achievement with organisational support could lead to the commitment of the teachers to the school system. Meyer et al. (2002) in a meta-analysis of organisational commitment identified four categories of antecedents. It was reported that the fourth category of the antecedents consists of individual differences of the employee, such as external locus of control and task self-efficacy. The later (task self-efficacy) in context of this study is teaching effectiveness. This underpins the finding of this study that teaching effectiveness has relative influence on organisational commitment of the teachers.

6. Conclusion

The variance in organizational commitment of secondary school Teachers is accounted for by teachers' teaching effectiveness and goal setting. Although, the effect size is small but there was

an indication that the influence is significant. It was concluded that there could be some other potent psycho-social constructs that could influence organisational commitment of teachers. Also, it was concluded that teaching effectiveness predicted organizational commitment better than goal-setting strategy of the teachers.

7. Recommendations

Based on the foregoing conclusions, it was recommended that educational managers should consciously and deliberately identify the psychosocial and organisational constructs in addition to teaching effectiveness and goal-setting strategy of the teachers. These should provide the platform for planned action programmes that would strengthen organisational commitment of secondary school teachers. Moreover, the teaching effectiveness should be heightened through periodic capacity development training of the teachers. The school system, government at all level and corporate organisations should provide career-support incentives to the experienced and brooding academics in order to improve their pedagogical skills in line with best global practices.

References

- Anttila, E. (2014). Components of organizational commitment – A Case Study consisting Managers from Finnish Industrial Company. Master's Thesis, University of Tampere, School of Education
- Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human Resource Management Review*, 17 (3), 336–354.
- Creemers, B.P.M. (1994). *The Effective Classroom*. London: Cassell.
- Doyle, W. (1986). Classroom Organization and Management. In M.C. Wittrock (Ed.), *Handbook of Research on Teaching*, Third Edition (392-431). New York: Macmillan.

- Galton, M. (1987). An ORACLE chronicle: A Decade of Classroom Research. *Teaching and Teacher Education*, 3(4), 299-313.
- Meyer, J. P. & Herscovitch, L. (2001). Commitment in the Workplace. Toward A General Model. *Human Resource Management Review* 11 (3), 299–326
- Muijs, D., & Reynolds, D. (2000). School Effectiveness and Teacher Effectiveness in Mathematics: Some Preliminary Findings from the Evaluation of the Mathematics Enhancement Programme (Primary). *School Effectiveness and School Improvement*, 11(3), 273-303.
- Ruokolainen, M. (2011). Do Organizational and Job-Related Factors Relate to Organizational Commitment? A Mixed Methodology Study of the Associations. *Jyväskylä Studies in Education, Psychology and Social Research*. Academic Dissertation.
- Shahid, A. & Azhar, S. M. (2013). Gaining Employee Commitment: Linking to Organizational Effectiveness. *Journal of Management Research* 5 (1), 250–268.
- Wright, P. M., Gardner, T. M., Moynihan, L. M. & Allen, M. R. (2005). The Relationship between HR Practices and Firm Performance: Examining Causal Order. *Personnel Psychology* 58 (2), 409–446.

Teaching Skills for Effective Teaching of Geography in Nigeria Schools.

DORCAS TABITHA WUSA AJAYI, MICHAEL SEGUN BIFARIN
University of Jos, Nigeria.

Abstract. The study examined the basic teaching skills that necessitate effective teaching-learning of Geography in Nigerian schools. The basic teaching skills are identified and vividly explained to stress their importance for the teaching in the schools. These teaching skills were illustrated with relevant examples in the geography teaching and learning process. The problems militating against effective use of the skills were also stressed and solutions were proffered. However, it was concluded that teaching Skills usage are very essential for effective teaching-learning processes of geography as a subject. It was however suggested that geography teachers should be given adequate training in the identification and use of the relevant teaching skills in order to aid effective teaching-learning process in the school system.

Keywords: Teaching skills, Teaching-learning and Geography.

1. Introduction

Geography as a school subject is viewed by students as being very difficult. This is because of the wide range of topics the

subject covers. This situation is affecting the attitude of students to the subject. For instance, while many students will want to offer subjects like government, economics, commerce and business methods, etc., the reverse is the situation for geography. In most schools, public or private, geography class is highly deserted by the students. The commonest reasons they usually give is that the subject is very wide. The students also complained that more effort is normally needed to pass geography at credit level than economics or government. They are bold to say that geography is made up of several sections such as physical geography, regional geography and human geography, and each of these sections is very wide and requires extra time and efforts to read them if one wants to pass the subject in a very colourful grade.

The possible solution for improving on these attitudes of the students towards enrolling for geography is for the geography teachers to be very skillful in this very wide subject area. A skillful geography teacher will teach the subject most interesting and effectively, this will make the students to be interested in choosing the subject at the secondary school level or even at other higher levels. It is therefore very essential for a good

geography teacher to be highly skillful in his/her subject area if the subject is to be efficiently and effectively taught and to equally encourage more students to offer the subject.

2. What is a Skill?

A skill is the competence for doing a thing perfectly after a specific training has been undergone by someone. According to Longman Active Study Dictionary, 5th Edition, skill means an ability to do something well, especially because you have learned and practiced it.

Teaching skill will therefore mean the ability to teach well, especially because one has learned and practiced it. What this infers is that for teaching to be effectively done, there is the need for the teacher to possess the ability to teach well especially with the training they had received at the different levels of teacher training programme and the practices they had been involved in over the years in terms of teaching experience.

3. Application of Teaching Skills for Effective Teaching of Geography

Teaching like any other occupation or vocation has specific skills for executing it. These skills should be the major target of all teachers most especially geography teachers who have to master the skills in order to teach the subject effectively. Application of some of these skills will be briefly discussed in line with effective teaching of geography. Specific skills to be discussed are the following:

3.1 Set Induction Skill

This is a major teaching skill. It involves all the activities the geography teacher put in place to arouse the interest of the students and create curiosity and motivation in a classroom situation. Set induction equally encompasses the different stimulating, interesting and motivating

ways in which different topics in geography lesson are introduced to the students. If the geography teacher is able to stimulate, arouse and sustain the students interest through his/her captivating introduction throughout the lesson, the students will definitely perform better in the subject.

3.2 Explanatory Skills

According to Abifarin (2012), a good teacher needs to adequately possess this skill for him/her to be able to convey his/her ideas to the students most intelligently, effectively and efficiently. For a lesson to be explicit to the learners, the major points of a topic to be taught have to be well presented to them in most precise and orderly manner. Therefore, it is inimical for a good geography teacher to possess adequate skill of explanation in order to teach the subject very effectively and efficiently. This is because whatever topic to be taught in geography needs to be presented to the students in most precise, logical, interesting and stimulating way in order for the students to comprehend such topic very deeply and comprehensively.

The following guidelines are very important if a geography teacher is to be adequately skillful in explanation:

- The geography teacher should have clear idea of the topic or concept he/she is teaching.
- The geography teacher should be able to explain his/her idea or topic in a short and unambiguous sentence.
- The geography teacher should be able to convince the students on any issue, topic or concept he/she is explaining without stress.
- The geography teacher should be able to put the idea he/she is trying to pass to the students into a suitable code, such as language, gesture, signs or symbols which is adequately understood by them.
- The geography teacher should be able to put across the message to the students without interference. Such

interferences could be as a result of inadequate preparation for the lesson to be taught by the teacher.

- The geography teacher with adequate skill of explanation should be able to talk to the students in a steady manner without rushing or stammering when talking.

3.3 Discussion Skills

Discussion involves a situation whereby the teacher and students share ideas, compare and contrast views on a given problem, a question, or a situation (Abimbola, 2009). Therefore, topics in geography such as vegetational zones in Nigeria, economic activities in Northern Nigeria, pollution in Niger Delta area and the likes involve a lot of discussion. A good geography teacher has to master the skill of discussion if he/she is to be effective on the job. He or she should be able to express his/her views clearly, orderly, precisely and without any form of ambiguity. He should be able to stimulate discussion among the students, he/she should be able to guide the students as they discuss and he/she should be able to assist the students to generate topics or issues of discussion on their own. In order to make discussion skill very effective, the geography teacher has to follow the following steps:

- He/she should ensure that the learners are familiar with the topic of discussion.
- Where the learners are not familiar with the topic or issue of discussion, the geography teacher should provide clues for the students on the topic or issue.
- The geography teacher should lead the discussion or guide the procedure of the discussion.
- He/she should ensure that the discussion generate high level of interaction between him/her and the students and even among the different categories of students in the class.
- The geography teacher must allow the students to express their views,

emotions and experiences on the topic of discussion freely without any form of hindrances or intimidation.

- The geography teacher can also appoint volunteers to speak in the course of the discussion.
- The geography teacher can also make comments on different opinions of the discussions and summarize all the views given by the members of the discussion group.
- Finally, the geography teacher should encourage the discussants to speak in a short and well-constructed sentence during their discussion.

3.4 The Skill of Demonstration

Demonstration is one of the major teaching skills that is very useful to a geography teacher. Demonstration is a process of presenting or establishing facts or principles. It is a procedure of doing or performing something in the presence of others either as a means of showing them how to do it themselves or to illustrate principles of doing a thing (Omosewos, 2009).

Demonstration can be done by the teacher or the students during geography lesson. The teacher should always encourage students' demonstration in the class in order to promote high level of interactivity among them and to increase the level of students' activities during the lesson.

To ensure effective and efficient demonstration skill, the following clues have to be noted:

- The geography teacher should display certain maps and diagrams in the class in order to teach a particular concept in the presence of the students.
- The learners should watch the geography teacher while carrying out the demonstration.
- The geography teacher should conduct the demonstration in a

sequential manner, usually from the simplest to the most complex task.

- The teacher has to explain each stage of the demonstration to the students in order to make it very explicit to the learners.
- The geography teacher can also stop at any stage of the demonstration and asks the students to carry out the rest steps of the demonstration which he/she has already performed before them.
- The students can specifically be asked by the geography teacher to demonstrate how erosion affects farming practices in eastern Nigeria or the nature of a particular waterfall in their locality.
- The geography teacher should ensure that the students have understood the procedures of demonstration before he/she calls on any of them to re-demonstrate the action(s) he had earlier demonstrated.
- The geography teacher should note that, if a particular student cannot complete a particular stage of demonstration, his/her class mate could be called upon to assist him/her.
- The geography teacher should always ensure hazard-free practice throughout the demonstration period in the class.

3.5 Planned Repetition Skill

Repetition simply means one saying a thing over and over again. Nnadozie (1995) defines planned repetition as a continuous effort to say what is to be said over and over again. Planned repetition involves a teacher repeating important points whenever he is teaching a particular lesson. The repetition may be preceded by phrases such as: once more, in addition, as earlier mentioned, in summary and some other similar phrases. Abifarin (2012) asserts that it is important for the teacher to allow plenty of time for repetition of what has been learnt in order to ensure that lessons

earlier learnt are remembered.

It is very important for the geography teacher to adequately be skillful in planned repetition since the skill is very essential for adequate and efficient handling of whatever lesson he/she wants to teach in geography. It could be processes of landforms, formation of rainfall, courses of river, formation of ox-bow lake etc. could be discussed with the students and the salient points in each of the topics could be written on the chalkboard or the teacher asks the students to mention the important procedures for formation of rain after the topic has been discussed with them. The geography teacher can apply the skill in the following ways when they are teaching:

- He/she can repeat salient points of the lesson.
- The teacher can also ask the students to repeat the major points of the lesson after him/her severally.
- The teacher can write the major points in the lesson on the chalkboard for the students to copy.
- The teacher can instruct the students to memorize the important points listed on the chalkboard.

3.6 Questioning Skill

According to Derville (2007), it is no exaggeration to say that the success of a teacher in any particular lesson, and in learning in general, depends on his ability to question well. The question stimulates the child, and, if skillfully used, can also direct his learning. It is therefore very important for a geography teacher to be skillful and well groomed in the art of questioning. He should understand that the efficiency of teaching to a large extent, depends on the kind of questions asked and the skill with which he/she framed such questions. 'It would be impossible to consider adequate methods of teaching without recognizing questioning as an essential element in all teaching' (Abifarin, 2012). It is very imperative for geography teachers to cultivate the idea of asking sequential and logical questions. For

instance, the questions on any topic in geography must be asked in an orderly manner, usually from the simplest to the most complex ones. Geography teachers should always think quickly of questions which will make their students think for themselves when they find them unexpectedly blocked by some difficulties. They should also be able to think quickly of easier questions which will enable weaker students in the class reach or attain the point where they want them to get to. The geography teachers should be trained on the type of questions to ask. For instance:

- They should be trained on how to ask questions that will acquaint them with how much the students know.
- They should know how to frame questions to direct attention to something in which the students are interested or liable to be interested.
- They should ask questions which can lead the students from one point to another, therefore, making them to think for themselves.
- The geography teacher should frame questions that may be used to test learners' ability to use their knowledge.
- They should be trained in the art of framing questions which will lead the students to see whether they have really understood what they are doing or not.
- They should ask questions that will make the students think for themselves or to use the knowledge they have acquired on their own.
- They should ask questions at any point during the lesson when such questions are essential, necessary and very relevant.

The following clues will assist geography teachers to ask good and relevant questions during the lesson:

- They should not call the name of any student before asking their questions.
- Their questions should be well

distributed among the categories of the students in the class.

- They should not ask questions that will suggest the answer.
- They should accept inability of any student to answer a question when it is clear that the student really cannot think of the answer.
- They should grade the type of questions they ask their students. For instance, fact finding questions and critical questions should be asked at different time.
- They should frame their questions clearly without ambiguity.
- They should direct questions to inattentive students in the class.
- They should always know how to vary their questions to the students,

P.56

3.7 Illustration and Use of Examples

Illustration is an oral or graphical expression which is intended to make clearer a concept or a particular point of discussion one is trying to put across to another person or group of persons. It is another important skill a good teacher of geography should use to his/her advantage for effective teaching. The geography teacher will find this skill very useful when teaching topics on economic activities in particular area e.g. coal mine at Enugu, fishing activities in Niger Delta, lumbering in the coastal area of Nigeria etc. All these topics could be illustrated with appropriate maps, diagrams, video clips and documentary films. The teacher should always ensure that relevant illustrations and examples are selected within the experiences and environment of the students. Locally based illustrations and examples should be used for students especially those of them that reside in the rural areas where exposure of such students is limited. To make judicious use of the skill of illustration and examples, the geography teachers need to understand the students they are teaching properly. They have to understand their background,

experiences, needs, likes and dislikes.

3.8 Instructional Materials' Utilisation Skills

Abimbade (1997) defines educational media as a broad range of resources which can be used to facilitate effective and efficient communication in the teaching and learning process. Instructional media is also referred to as instructional materials or learning resources.

There are different ways instructional materials are categorized. But the commonest way is to classify them into visual aids, audio aids, audio-visual aids and realia. The geography teacher should understand the concept of instructional materials and the different categories. This is because, the topic each of the categories can be relevantly used is different. For instance, maps, pictures, diagrams and other relevant posters can be best used for teaching of landforms, types of rocks, vegetational zones, human activities in different regions of the world and so on. While audio-visual materials such as video and television can be best used for teaching wild animal habitats, ocean waves, coastal landforms, economic activities of man in different vegetational zones of a country or the world in general. Realia is used when real thing is brought to the class by the teacher. For instance, types of soil such as sandy, clayey and loamy soil can be practically shown to the students in the class. The geography teacher can also take the students out on excursion to dams sites, lakes, industrial estates etc. for the students to see things for themselves physically and practically too. It is very important for geography teachers to be very skillful in the use of instructional materials in order to make their teaching practically oriented, interesting and very effective.

3.9 The Skill of Using Information and Communication Technology (ICT)

The latest of the instructional media available for the geography teachers is ICT.

ICT has turned the whole world to a global village. This is because, information is now very much available to him/her in any aspect of his/her discipline through the internet. He or she should be able to upload and download useful materials in his/her subject area from the internet. This will be better done if the geography teachers master all the relevant search engines on the internet such as google, twitter, yahoo, facebook etc. The geography teachers should be able to use these search engines in order to gather more recent materials on climatic change, the world industrial zones and modern ways of transportation that will be useful for their students on regular basis through the internet.

4. Conclusion

There are several teachers' characteristics that affect effective teaching. Teaching skill is one of such characteristics. There is no way there will be effectiveness in teachers' teaching if he/she does not possess the necessary teaching skills. This is because teaching skill as teachers' characteristic is very central and highly inevitable if effective teaching and learning is to take place. It is therefore very essential for geography teachers to groom themselves in the use of necessary teaching skills that will make them very efficient teachers and highly effective experts in their professional callings. There could not be effective teaching and learning of geography at whatever level of education if the geography teachers are not having necessary skills and competencies for teaching the subject. The geography teacher could be very good in his/her subject area but may not be able to teach others effectively especially when he or she is deficient in the appropriate and relevant teaching skills which are the propeller for effective teaching and learning. It is therefore very important for all geography teachers who want to be efficient and effective in teaching to master the necessary teaching skills and how to use them to teach different topics in geography.

5. Suggestions

The following suggestions are made towards the effective use of relevant teaching skills for effective teaching-learning of Geography in Nigerian schools. The suggestions are training of teachers on the various teaching skills in the teaching-of-geography. The training received by the teachers will develop their knowledge towards the use of relevant teaching skills in the schools.

Also, practical orientation or approach should be used in teaching of basic concepts in geography. For instance the teachers should introduce the technical concepts like map reading, geomorphology, elementary surveying etc should be introduced using practical approach during teaching-learning process of Geography.

Furthermore, the adopted teaching skills should be complemented with educational media and facilities. The effective use of educational facilities will make the use of teaching skills to be effective.

Finally, effective classroom management should be encouraged, so that teaching skills adopted will be successful. The classroom management through good method, classroom arrangement, conducive environment, teachers' students rapports and all efforts that will aid effective use of teaching skills in the school system.

References

- Abifarin, M.S. (2010). *Modern Approach to Educational Technology*. Lagos: Inter-ventures publishers Ltd.
- Abifarin, M.S. (2012). *An Insight to Microteaching*. Lagos: Inter-Ventures Publishers Ltd.
- Abimbade, A. (1997). *Principles and Practice of Educational Technology*. Ibadan: International Publishers Ltd.
- Abimbola, I. O. (2009). Formal Instructional Method. I: Lecture, Discussion, Recitation and Tutorial

Method of Instruction in Fundamental Principles and Practice of Instruction.

- I.O. 'Abimbola and A. Abimbade (Eds.). Ilorin. Department of Science Education and Arts and Social Sciences Education.
- Akinlolu, O. & Ogar, M. (2013). WAEC Releases November/December WASSCE Results, Records Performance Decline. *The Guardian*, December, 20. P.3. www.ngrguardiannews.com.
- Derville, C. (2007). *The use of Psychology in Teaching*. London: Longman Group Ltd.
- Nnadozie, J.C. (1995). *The Theory and Practice of Microteaching*. Enugu: Hillys Publishers Nig. Ltd.
- Omosewo, E.O. (2009). Formal Instructional Methods III. Laboratory, Demonstration and Field Trip Methods of Instruction in *Fundamental Principles of Practice Instruction*. I. O. Abimbola and A. O. Abimbade (Eds.), Ilorin. Department of Science Education and Arts and Social Sciences Education.

In-Service Training Needs of Colleges of Education Business Teachers for job Performance and Sustainable Development in North-West Geo-Political Zone, Nigeria.

RAHMAT TALATU UMAR
Ahmadu Bello University, Zaria.

Abstract. The study investigated the influence of in-service training needs on the job performance of lecturers in colleges of education for sustainable development in North-west Geo-Political Zone, Nigeria. Two research questions were answered and two null hypotheses were tested at 0.05 level of significance in order to determine the influence of conferences and workshops on the job performance of lecturers in college of education in north-west geo-political zone, Nigeria. The study used survey research design. The population was ninety lecturers (90) of the Department of Business Education in colleges of education in north-west geo-political zone, Nigeria. The whole population was used for the study and therefore, no sampling was made for the study. The instrument used for data collection was questionnaire. The research questions were answered using mean and standard deviation. The null hypotheses were tested using regression analysis at 0.05 levels of significance. The findings of the research revealed that there are significant influences of lecturers' conferences and workshop on their job performance. Based on this, it was concluded that in-service training improves lecturers' job performance in colleges of education in north-west geo-political zone Nigeria, thus there is needs for in-service training for colleges of education teachers. The research recommended that in-service training should be given to every staff in colleges of

education so as to improve their job performance and for sustainable development as far as teaching and learning process is concerned.

Keywords: In-service training, Job performance, Sustainability Development.

1. Introduction

Teachers are an important component of education whose services are indispensable in the realization of educational goals over the world. Due to their central role in the enterprise of education, teachers at all levels require effective and sufficient education to be able to adequately carry out their roles, responsibilities and to perform effectively. Teacher job of teaching is a challenging profession especially in these changing times and to meet the demand of a changed and still changing society which calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. Sustainability development meets the needs of the present without compromising the ability of future generations to meet their own needs. Thus, there is driven need for the development of well-qualified individuals who possess the requisite knowledge and skills (Boniface 2000). For teachers on service, especially business education teachers in colleges of education to acquire the necessary skills and knowledge to meet the changing era, is

through in-service training for sustainable development.

Educational training or re-training contribute to a more purposeful, better planned, and well implemented curriculum without which the whole educational system will collapse. No adequate education can take place without competent staff that will handle the educational system being offered in a particular generation and this competent staff can only be produced when those in the system are updating their knowledge through training (i.e. in-service training)

Colleges of education lecturers are to utilize this in-service training in order to update and improve their experience. Thus, it could be said that in-service training of lecturers of colleges of education is a component of lecturer's effectiveness at all levels and forms of education. In-service training involves the upgrading of a staff to acquire relevant knowledge and skills necessary to perform better on his/her job or career. The main objective of in-service education is the continuous provision of information that would keep lecturers abreast of new developments in teaching and learning.

According to NPE (Federal Republic of Nigeria 2004), in-service training was to be developed as an integral part of continuing teacher education which take care of all inadequacies. This research investigates in-service needs of Colleges of Education business teachers for job performance and sustainable development in north-west geopolitical zone, Nigeria

2. Statement of the Problem

Training is at the heart of employee utilization, productivity, commitment, motivation, and research attitude. Many employees have failed in organizations because their need for training was not identified and provided for as an indispensable part of management function. Lack of job performance on the part of lecturers in Colleges of Education has been observed as a major setback of teaching and learning in Nigerian colleges of education. Poor teaching methodology and lack of incentives and interest

by some lecturers in Colleges of Education also constitute a major constraint of educational development. Lack of follow up program and lack of influence between the needs of institution and the types of in-services education program are also the constraints of in-service training in colleges of education. Many colleges of education do not send lecturers to in-service training at regular basis owing to either lack of enough fund or inadequate manpower which consequently affects lecturers' motivation negatively. The researcher also observed that lecturers in colleges of education, who did not undergo in-service training often not attend conference, do not attend training and workshops are also unable to perform effectively. The need for training in colleges of education increases as a result of increase of new technology.

Lecturers at various tertiary institutions can pursue in-service training through attending conferences, workshops, and other ways of training. The problem is whether these in-service trainings is needed to helped in enhancing the performance of lecturers in Colleges of Education?

3. Literature Review

3.1 Concept of In-Service Training

In-service education is defined as the application of appropriate means to promote the professional growth and development of workers while on the job (Okoro, 2001). This definition portrays the activities of professional bodies towards the professional growth and development of business education lecturers through organizing seminars, symposium, workshops, discussion and brainstorming. The National Policy on Education (2004) noted that teacher education will continue to take cognizance of changes in methodology and curriculum and as a result teacher will be regularly exposed to new innovations. The policy stated that in-service training will be developed as an integral part of continuing teacher education. It includes planned and organized efforts to improve the knowledge, skills, and attitudes of instructional staff members to make them more effective on the job. This agrees with Shehu (2010) who said in-service training

as the process of imparting more knowledge and skills with aim of updating one's knowledge and competencies and making him contribute more in his job. These activities are planned and organized by various agencies to help the educators to improve as persons and to mature as professionals. On the same vein, Oyesode (2001) opined that by training one means a situation that arises when one is prepared or prepared through a process of instruction to enable the person being trained to perform better in his present job. For the good teacher, in-service training is every knowledge, skills, personality and interests of potential professional value.

According to Rao (2004) in-service education may be seen as continuing education of teachers and other educators which commences after initial professional education is over, and which leads to the improvement of professional competence of educators all throughout their careers. Chinyere (2009) sees the different programmes of providing in-service training by looking at in-service training as consisting series of training programmes both within and outside Nigeria, that workers are said to acquire more knowledge about a particular situation or the introduction of a new method of doing something at the place of work.

3.2 Needs for In-service Training

The lecturers need training on the general methodology, evaluation methods, and techniques of using ICT facilities in teaching and learning. Some courses are dynamic and changes with technological advancement and societal needs. For instance, vocational business education is technology oriented subject. The knowledge and skills in the operation of modern business machines and equipment are of paramount importance of all subject clusters. Technical and vocational clusters are among the most dynamic in forms of tools, technique, and process (Okebukola 2008). As such business education teachers are expected to acquire knowledge and skills of modern business and office automation through attending conferences, workshop and professional gathering where they can learn from each other.

According to Okebukola (2008) there is need to keep re-training of teachers on account of rapid changes in Technical Vocational Education (TVE) in which business education is inclusive, especially with the

introduction of new tools, devices and techniques, the realization of the importance of constant re-training of TVE teachers has become stronger. Lecturers in colleges of education are expected to be trained with modern equipment and facilities. These equipment and facilities are lacking in many of our training institutions. Training sometimes is more of theory than practice. Sokyee (2009) observed that the facilities required for teaching in tertiary institutions in Nigeria are inadequate. Akinola (2009) noted that most Nigerian graduate acquire theoretical knowledge which does not match well with the demands of workplace practical. According to Chigbuson (2009) most institutions established to train teachers are in lack of necessary modern equipment and facilities.

The inadequacy of the modern office machines, equipment, and ICT facilities in business education department has render the pre-service training of lecturers less effective thus making the retraining of lecturers more, to fill the gap existing between the pre-service training and practical office work. According to NPE (2013), no matter the efficiency of the pre-service training we give to teachers, there will necessary be areas of inadequacies. In-service education of teachers will continue to fill these gaps.

3.3 Importance of Teacher In-service Training Programme

As the saying goes "poor teacher tend to produce their kind." The importance of in-service training of teachers cannot be overemphasized, if we are to produce a strong and self-reliant nation. Education sector is the sector on which all other sectors of the economy depend, and the teacher is the most crucial single element in the education process. Teachers' education and training contribute to more purposeful and better planned education, without him the whole education enterprise would collapse (Afe 1995)

Since education is seen as one of the pervasive element that must be integrated into all development in any given society the need for quality teachers as an engine of the educational process cannot be overemphasized. Teachers continuous upgrading in the acquisition of basic knowledge to advanced knowledge would always be a profitable venture Onyemelukwe (2001)

outlined some advantages of teacher in-service training programmes thus:

- Professional growth can be encouraged through the in-service education of teachers.
- Existing deficiencies in ideas, skills, and methods will be reduced.
- A comprehensive staff development programme goes beyond keeping teachers up to standard.
- It creates opportunities for teachers to continuously raise in quality themselves, the school, the curriculum, and the students.

4. Purpose of the Study

The main purpose of this study was to determine in-service needs of colleges of education business teachers for job performance and sustainable development in north-west geo-political zone, Nigeria.

Specifically, the study investigated:

- the influence of conferences training on the lecturers' job performance in colleges of Education in North-West Geo-Political Zone, Nigeria;
- the influence of workshops training on the lecturers' job performance in Colleges of Education in North West Geo- Political Zone, Nigeria;

5. Research Questions

Based on the specific purposes of the study, the following research questions were answered by the study:

- What is the influence of conferences training on the lecturer's job performance in Colleges of Education in North-West Geo-Political Zone, Nigeria?
- To what extent does the workshops' training influence the lecturers' job performance in Colleges of Education in North-West Geo-Political Zone, Nigeria?

6. Research Hypotheses

- Conferences' training has no significant influence on the lecturers' job

performance in colleges of education in North-West Geo-Political Zone, Nigeria.

- Workshop training has no significant influence on the lecturers' job performance in colleges of education in North-West Geo-Political Zone, Nigeria.

7. Methodology

The research design adopted for this study was survey research design. The choice of this design was influenced by the desire of the researcher to study the target population of the lecturers of Business Education Programme in Colleges of Education in North-West Geo-Political Zone, Nigeria. Two research questions and two null hypotheses were developed to guide the study. The population for the study comprises of ninety lecturers (90) from nine colleges of education that offer Business Education programme in north-west geo-political zone, Nigeria. It is made of all academic staff that have attended in-service training from 2014/2015 to 2016/2017 academic sessions. The population was used as the sample size because the population is not large. The instrument contains the questionnaire items for lecturers. The items aimed at enquiring about the influence of in-service training on the job performance of lecturers in colleges of education in North-Western part of Nigeria. The items consist of 16 items. Validity of the instrument was determined by lecturers in business education in Ahmadu Bello University, Zaria.

Four rating scale made of strongly agree 4 points, agree 3 points, disagree 2 points and strongly disagree 1 point was used to collect data from the respondents. A pilot study was conducted in Federal College Education Gombe, using ten lecturers in the Department of Business education. Data collected were used to test the reliability of the instrument. The result of analysis of split half revealed scores of 0.69 reliability coefficient which is an indication that the data is reliable. The bio-data of the respondents were analysed using percentage technique and the research questions were analysed, using mean and standard deviation. The two null hypotheses were tested using regression analysis at 0.05 levels of significances.

8. Results

Research Question One: What is the Influence of conferences training on lecturers' job performance?

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses were presented in table 1

Table 1: Mean and Standard Deviation analysis on Influence of Conference training on Lecturers' Job Performance

S/No	Item	Response Categories		Mean	SD	Decision
		A	D			
				$(\bar{X})$		
1	Lecturers gain an increase skills and knowledge from conferences training.	65	20	3.153	0.969	Agreed
2	Conferences training develops lecturers positive attitude to work	73	12	3.447	0.794	Agreed
3	Conferences training increases lecturers personal and organizational job performance	79	6	3.212	0.599	Agreed
4	Lecturer's quality of service is increased from the conferences attended.	75	10	3.200	0.736	Agreed
5	Conferences training leads to the improvement of lecturers morale	75	10	3.224	0.777	Agreed
6	Conference inculcates into the lecturer's the sense of belonging.	77	8	3.459	0.764	Agreed
7	Conference reduces the lectures absenteeism and turn-over rate.	25	60	2.235	0.998	Disagreed
8	Conference provides lecturers with better co-ordination of both human and material resources within the institution.	50	17	2.588	1.049	Agreed
Cumulating mean				3.1		

Source Field Survey 2017

Research Question Two: What is the Influence of workshop training on lecturers' job performance?

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses were presented in table 2

Table 2: Mean and Standard Deviation Analysis on Influence of workshop on Lecturers' job performance

S/No	Item	Response Categories		Mean	SD	Decision
		A	D			
				$(\bar{X})$		
1	Lecturers gain an increase skills and knowledge from workshops.	65	20	3.141	0.838	Agreed
2	Workshops training develops lecturers positive attitude to work	65	20	2.941	0.943	Agreed
3	Regular promotion of lecturers motivates					

	them to undergo workshops.					
4	Lecturer's quality of service is increased from the workshops training.	32	53	2.224	0.980	Disagreed
5	Workshop training leads to the improvement of lecturers morale	50	35	2.788	1.095	Agreed
6	Availability of materials and equipments motivate lecturers to undergo workshops.	60	25	2.941	0.943	Agreed
7	Workshop training reduces the lecturers absenteeism and turn-over rate.	70	15	3.212	0.897	Agreed
8	Workshop training stimulates lecturers interest and increase their job performance in colleges of education	35	50	2.353	1.019	Disagreed
		75	10	3.341	0.716	Agreed
Cumulative mean				2.9		

Source Field Survey 2017

Hypotheses Testing

The null hypotheses were all tested using Regression Analysis. The analysis are presented below on Table 3 - 4

Hypotheses One: Conference training has no significant influence on the lecturers 'job Performance in colleges of education in North-West Geo-Political Zone, Nigeria.

Data collected to address the null hypothesis one are presented in table 3

Table 3: Regression Analysis on the Influence of Conference Training on Lecturers' Job Performance in Colleges of Education in Northwest Geopolitical Zone Nigeria

Model	B	SE	T	Sig.
Conferences	0.993	0.478	2.077	0.001

$R^2 = 0.986$

Adjusted $R^2 = 0.984$

(Source: Field work, 2017)

Table 3 shows the influence of conferences on job performance in colleges of education. The result indicated that variation in lecturers' job satisfaction has been accounted for by about 98 percent as indicated by the adjusted R value (0.984). The prediction of the contribution of the determination of the independent variable coefficient shows that one-unit increase in conferences training of lecturers' will increase job performance by 0.993 or 99 percent. The P- value of 0.001 is lower than the alpha at 0.05 level of significance. Thus, the null hypothesis which states that conference training has no significant influence on lecturers' job performance is rejected.

Hypotheses Two: The null hypothesis states that workshop training has no significant influence on the Lecturers' job performance in colleges of education in North-West Geo-Political Zone, Nigeria.

Data collected to address the null hypothesis two are presented in table 4

Table 4: Regression Analysis on the Influence of workshops Training on Lecturers' Job performance in Colleges of Education in Northwest Geopolitical Zone, Nigeria

Model	B	SE	t-	Sig.
Workshop	1.918	0.238	8.059	0.000

$R^2 = 0.871$

Adjusted $R^2 = 0.867$

(Source: Field work, 2017)

The study results in table 5 shows that the dependent variable (job performance) was accounted for by the independent variable (workshops) by about 87 percents Yet lecturers' workshops (1.918) increases job performance by 192 percents. This implies that lecturers' workshops were predicted to influence job performance of lecturers when one unit is increased will increased job satisfaction by 1.918 or 192 percents. The P-Value of 0.000 is lower than the alpha at 0.05 levels of significance. Therefore, the null hypothesis which states that workshop has no significant influence on their job performance is rejected.

9. Conclusion

Based on the findings of this study, it was concluded that, in-service training had tremendously influenced the lecturers' job performance as it significantly influenced lecturers' conferences, workshops and intensive training in colleges of education north-west geopolitical zone Nigeria. Thus this shows the need why it becomes necessary for every teacher in colleges of education to undergo in-service training for efficient and effective job performance.

10. Recommendations

The followings recommendations are hereby given as a result of the findings from the study:

- In-service training should be given to every staff in colleges of education so as to improve their job performance as far as teaching and learning process is concerned.
- There should be a provision of conferences and workshops for lecturers in order to improve their job performance and work effectively in colleges of education in north-west geopolitical zone Nigeria.

References

Boniface E.I (2000) Improved Performance through Effective Human Resource Training and Development. A Case

Study of National Research Institute for Chemical Technology, Zaria Unpublished Thesis.

Ewue, K.C (2002). *An Evaluation of Training Programmed for Business Educators in the Delta State School System.* Book of Reading in Business Education Vol. 1(1). 10-18

Chigbuson A. J. (2006). Current Issues and Trend in Business Education. *Book of Reading Association of Business Educators of Nigeria* Vol. 1(9)12 -71

Chinyere, M.F, (2009). *The Business Education Teacher and in-service Training for Effective Teaching.* Book of Readings, Association of Business Educators of Nigeria. Vol. 1 (9)

Okebuko Lap, (2008). *Education Reform Imperators for Achieving vision 20 – 2020.* National Summit of Education.

Okoro, F.N. (2001). *An Agenda for Retraining (In –service) programme for Business Education Teachers.* *Book of Reading in Business Education* Vol. 1. (1) 56-78

Olaitan, C.E (1988). *Principles and Practice of Business Education Curriculum.* *Book of Reading in Business Education.* Vol. 1 No.2.

Shehu T. (2010). *On the job Training for Business,* A term paper Presented at MEd Bus. Educ. Class Department. of Vocational and Technical Education. ABU Zaria.

Sokyes, H.L. (2009). *Current Issues and Trends in Business Education at the Post Sec. School level* Book of Readings, *Association of Business Educators of Nigeria.* Vol.1 (9).1-5

School Location, Class Size and Teaching Experience as Determinants of Academic Achievement of Students' in Lagos State.

SUBUOLA CATHERINE ABOSEDE

Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria.

Abstract. This study examined school location, class size and teaching experience as determinants of academic achievements in Business Studies. This study adopted a survey research design of ex-post facto. Forty (40) Business studies teachers and four hundred (400) junior secondary school students (JS 3) formed the sample of the study. The sample were drawn from private and public secondary schools in Ikorodu Local Government Area of Lagos State, Nigeria. Two instruments were used for data collection. They are: (i) Questionnaire for Business Studies teachers' demographic data has items such as school location, years of teaching experience, area of specialization, sex, age and so on. (ii) Business Studies Achievement test questionnaire. Data were analysed using Multiple Regression, Analysis Coefficient. In carrying out the study, three hypotheses were formulated and tested. The results obtained were tested for significance at 0.05 level of confidence. Findings revealed that school location, class size and teaching experience significantly predict students' achievement in Business Studies. Class size was more potent predictor of academic achievement, followed by school location, while teaching experience was not a good predictor of academic achievement. There was also a significant relationship between the three predictor variables and academic achievement. Based on this, it was recommended among others, that critical

efforts should be made by stakeholders to improve the school location and environment, while the class size should be made moderate and manageable. Also, teachers' professional experience should be considered in reward system so to encourage the teachers to be more productive and committed to the teaching profession.

Keywords: School location, class size, teaching experience, academic achievement, business studies.

1. Introduction

Education is seen as a social process used for capacity building and for sustaining the society. The attainment of this goal, therefore, rests on good academic achievement of students who need to make use of the knowledge and skills acquired to investigate, interpret and in making decisions in their daily activities and to boast the manpower requirements of the Nation. Unfortunately, many of these students are experiencing or recording poor academic achievement thereby limiting their career prospects, and sustainable development. For instance, only very few students who sat for the Senior School Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC) from 2010- 2014 demonstrated adequate or good performance in Mathematics

and English Language, having the pass rate of 24.94%, 29.17%, 31.28%, 29.17% and 31.28% respectively (School Forum, 2017).

Poor academic achievement has reaching effects on the future choices of students as they would be denied the opportunity for the optimal development of their potentials; and Nigeria may never attain her goal of developing great and dynamic economy using her own human resources. Levin, Wasanga and Somerset (2011) noted that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. However, it is sad to note that in the world over, there has been a continuous increase in the percentage of secondary school students who experience poor academic achievement. Yahya (2015) observed that secondary schools have derailed in the provision of qualitative education expected of them by achieving lower students' academic achievement. He further explained that, a lot of problems seem to bedevil the system.

Quite a lot of researches have been conducted to identify a variety of factors that determine individuals' ability to learn and the speed of acquiring relevant skills and knowledge. In fact, if we begin to think about the various reasons why some students perform better than others, many ideas will readily come to our mind: is it because they have a higher capacity/capability to learn? Or maybe, the personal-causal factors, that is, students' personal background, way of life or socio-economic status of their, parents and environment (school location, class size causal factors) can also influence students' performance (Urien, 2003). The factors behind the performance of students in schools have been variously analysed. First, it is an essential instrument for the school authorities in charge of the definition of optimal and efficient education policies. Second, this kind of

analysis can help the educational institutions to improve the quality of their programmes. Also, some authors have come up with the idea that there is a relationship between the performance of students during their study period and their future earnings.

Undoubtedly, students' academic achievement will necessarily affect their educational progression and the human capital base of the nation anytime. Many of the researches on academic achievement focused on gender, age, faculty of study, socio-economic status, residential area, medium of schooling, tuition trend, daily study hours and accommodation, (Ali, Shoukat, et al., 2013); Mothers' Employment, Marital Status and Educational level (Abosede & Akintola, 2016); students' general mental Ability, Interest and home environment (Meenu, 2016); students' admission points, previous school background, residence outside the school community, transportation problems, educational factors, change of instructional language, academic qualifications, and Faculty members' skills (Al Shehry & Awad Youssif, 2017). However, these variables and many more according to Akindele-Oscar (2007) were found to account for relatively small amount of the variability in academic success. Other variables of interest in finding the variation in academic achievement for secondary school students are class size, school location and teaching experience, which are the focus of this present study.

Class size is an important factor with respect to students' academic achievement. Jacob, Olawuyi and Jacob (2016) noted that class size has become a phenomenon often mentioned in the educational literature as an influence on students' socializing pattern and achievement, quality of instruction, administration and school budgets. It is purely administrative decision of the educational managers in the school which teachers have little or no control. There are divergent opinions on the influence of class size on academic achievement. For instance, large class size schools among other

variables have been advertised as providing a more comprehensive curriculum than small class size schools and also reduce per student operating costs. It has also been argued, that large class size schools provide better academic out-comes and are less expensive to operate.

In the view of Jepsen (2015), smaller classes are associated with increased student achievement. It was reported that the positive relationship between smaller class size and student achievement holds for students in different grades as well as in different countries and across continents. Several high-quality studies find no relationship between class size and student achievement, while reducing class size in many schools in developing countries is unlikely to improve achievement as these schools have more fundamental challenges, such as high teacher absenteeism (Jepsen, 2015). Muraina & Muraina (2014) supported that there is a significant relationship between the class size and secondary school students' scholastic achievement. On the contrary, Owioye (2011) reported that there was no significant difference in the academic achievement of students in small and large classes from urban schools; and there is no significant difference between performance of students from rural large and rural small classes. Mahlo (2015) concluded that there is no significant difference in class size exists between low and high achieving schools indicating that the class has no significant relationship with academic achievement.

The Federal Republic of Nigeria in its policy document recommends that the highest number of pupils/students per class in pre-primary schools, primary schools, junior secondary, senior secondary, 25, 35, 35, and 40 respectively; while the number in technical colleges is 20, due to the technical nature of the instructions (Federal Republic of Nigeria, 2013).

Although, class size is seen as one variable in the complex culture of school life; other related factor like the school location must be considered. School location describes the school psychological environment or what others refer as school ethos, school cultures or the school climate. The school psychological environment could be seen from two perspectives: the goal and relationship dimensions. There is increasing evidence that the students' perception of achievement goal structures both within the classroom and the school generally are related to their self-perception and use of effective learning strategies. Onuoha (2010) noted that school location is one of the potent factors that influence the distribution of educational resources and academic achievement. In addition, Frederick (2011) views school location as one of the major factors that influence students' academic achievement in some subject areas. It was also noted that many parents look at factor such as the location of schools (urban or rural) and the distance to the school before enrolling their wards. Schools are basically located in rural and urban areas. The school environment seems to affect the behaviour and development of both the students and teachers who function within it.

In the words of Owioye and Yara (2011), many parents prefer their children to attend schools in urban areas because they believe that students from urban schools perform better than their counterparts from rural schools. Orji (2013) asserts that many students in the interior villages struggle with the challenge of walking a long distance to school. Low level of development arising from lack or insufficient basic infrastructural facilities is seriously affecting the rural school students, which invariably has resulted in their low or poor academic achievements. This problem has prevented many quality and experienced teachers from teaching in rural schools and this could result into the poor academic achievement of students in rural schools.

Teachers are essential in the entire educational system of any nation and are pivots on which education wheels revolve. Ashimole (2011) emphasized that teaching and learning depends largely on teachers, and that it is on teachers' foremost quality (experience) and devotion that the effectiveness of all educational arrangements, development and growth hinged. Teaching experience is predominately the professional knowledge gathered in the course practice over the years. This knowledge according to Eggen and Kauchak (2001) can be grouped into the knowledge of content; pedagogical content knowledge; and general pedagogical knowledge.

Rivkin and Kain (2003) cited in Omotayo (2014) are of the opinion that teachers with three or less years of teaching experience are not as effective as teachers with more years of teaching experience, while rookie-teachers typically being the least effective teachers. It was discovered that rookie teachers make important gains in teaching quality in the first year and smaller gains over the next few career years. However, there is no consistent linear relationship between the teachers' years of experience and students achievement after the initial three years of teaching, making it difficult to say whether there are any discernible differences among more veteran teachers with 7-10 years of experience.

Thus, the ability to teach effectively depends on the teacher's knowledge and experience, and this occurs in a variety of forms. Teacher effectiveness is impeded if the teacher is not familiar with the body of knowledge being imparted. The way the students perceive the teachers in terms of their (teachers') knowledge and experience of the content subject matter may significantly affect students' academic performance. Based on the review of literature above, it could be seen that there are mixed research findings on the influence of the independent variables - school environment - related factors (class size, school location) and teacher factor (teaching experience) on

students' academic achievement. Also, most of these researchers in this area were mainly conducted science related subjects.

It is in view of this that this current study is aimed at investigating if these variables predict the academic achievement of students with emphasis on Business studies bearing in mind the importance of the subject to the development of human resources of the Nation.

2. Hypotheses

In line with this, three hypotheses were formulated to guide this study:

Ho1: There is no significant relationship among school location, class size, teaching experience and students' academic achievements in Business studies..

Ho2: There is no significant relative contribution of school location, class size and teaching experience to students' academic achievements in Business studies.

Ho3: There is no significant composite contribution of school location, class size and teaching experience on students' academic achievements in Business studies

3. Methodology

Design

The descriptive survey research design of ex-post facto was adopted for this study. The design was considered useful as the researcher is interested in investigating whether school location, class size and teaching experience predict students' academic achievements in Business studies in some selected secondary schools in Ikorodu Local Government Area of Lagos State, Nigeria. Also, due to the comparatively dissimilar characteristics of the respondents, it was decided that a survey design would be the best method of collecting useful information that would be needed to establish facts being sought by this study.

Sample

The population for this study comprised all Business studies teachers and final year junior secondary school students (JS. 3) in private and public secondary schools in Ikorodu Local Government Area of Lagos State, Nigeria. The sample for the study comprised four hundred (400) junior secondary school students (JS. 3) and forty (40) Business Studies teachers drawn from the secondary schools in Ikorodu Local Government Area of Lagos State, Nigeria. The researcher adopted a multi-stage sampling procedure. The stratified technique was used in selecting twenty (20) secondary school (10 private and 10 public) for the study, while simple random sampling was used in selecting the participants for the study in each school.

Instrumentation

Data collection involved the use of two (2) self designed instruments. The first instrument which was for Business Studies teachers consisted of twelve (12) items on demographic data of the teachers. Items such as name, nature and type of school, school location, sex, age, highest educational qualification, years of teaching experience, subject taught, area of specialization, number of students in the class they teach were included in the instrument. The second instrument was a multi-choice questionnaire designed for a randomly selected sample of JS. 3 students of Business Studies in the selected schools. This instrument, which was titled Business Studies Achievement Test Questionnaire contained two sections. Section A sought the objective test, which consisted of 40 multiple-choice test items with options a-d. The objective test covered topics on book-keeping, communication, secretarial studies as contained in the scheme of work/syllabus for

behavioural objectives: Knowledge, understanding and thinking (application, analysis, synthesis and evaluation). The instruments were validated by giving it to colleagues and test construction experts for face and content validity. The instruments were also pilot tested to determine its reliability by administering it to 4 teachers and 40 students at two intervals. The test-retest reliability coefficient using cronbach alpha was 0.72, which indicated that the instruments, consistently measure what they purport to measure.

Procedure

The instruments were personally administered to the respondents in their various schools. This was done with the assistance of the teachers, after the permission of the principal was sought. The questionnaires were immediately collected back after completion and the response rate was 100%.

Data Analysis

The data ensuing from the scoring of the instrument and the coding of the demographic variables were subjected to statistical analysis to test the hypotheses. Pearson Product Moment Correlation Coefficient, Analysis of Variance (ANOVA) and Multiple Regression Analysis were used for test of significance at 0.05 level of confidence.

4. Results

Hypothesis 1: There is no significant relationship among school location, class size, teaching experience and students' academic achievement in Business studies.

Table 1: Correlation Matrix of the Relationship between School Location, Class Size, Teaching Experience and Students' Academic Achievement in Business Studies.

	Academic Achievement	School Location	Class Size	Teaching Experience
Academic Achievement Pearson Correlation Sig. (2-tailed) N	1 400	.189(**) .000 400	-.329 (**) .000 400	-.127 .011 400
School Location Pearson Correlation Sig. (2-tailed) N	.189(**) .000 400	1 400	.104(*) .038 400	.117(*) .019 400
Class Size Pearson Correlation Sig. (2-tailed) N	-.329(**) .000 400	-.104(*) .038 400	1 400	.539(**) .000 400
Teaching Experience Pearson Correlation Sig. (2-tailed) N	-.127(*) .011 400	.117(*) .019 400	.539(**) .000 400	1 400

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

** Correlation is significant at the 0.05 level (2-tailed)

Result in table 1 shows a significant and positive relationship between school and achievement ($r=.189$; $p < .05$). School location and teaching experience were significantly and positively related ($r=.117$; $p < .05$). Also, class size and teaching experience were significantly and positively related ($r=.539$; $p < .05$). However, a significant but negative relationship exists between class size and academic achievement ($r=-.329$; $p < .05$). Also, a significant negative relation exist between teaching experience and academic achievement ($r=-.127$; $p < .05$). In addition, school location and class size are negatively related ($r=-.104$; $p < .05$). The null hypothesis which stated that there is no significant relationship between school location, class size, teaching experience and students' academic achievement was therefore rejected by the findings of this study. By implication academic achievement of students is related to the three predictor variables.

Hypothesis 2: There is no significant relative contribution of school location, class size and teaching experience to students' academic achievements in Business studies.

Table 2: Beta Coefficient and t-Ratio of Relative Contribution of School Location, Class Size and Teaching Experience to Students' Academic Achievements

	Unstandardized Coefficient		Standardized Coefficient	t-Ratio	Sig.
	B	Std. Error	Beta		
(Constant)	26.620	1.124		23.682	.000
School location	1.121	.359	.150	3.126	.002
Class size	-1643	.281	-.332	-5.848	.000
Teaching experience	.210	.352	.034	.598	.550

Dependent Variable: Academic Achievement

The results in Table 3 indicates that only two out of the three predictor variables made significant relative contributions to the prediction of students' academic achievement. Class size was more potent predictor of academic achievement ($\beta = -.332$; $t = -5.848$; $p < .05$) followed by school location ($\beta = .150$; $t = 3.126$; $p < .05$), while teaching experience was not a good predictor of academic achievement ($\beta = .034$; $t = .598$; $p < .05$).

Hypothesis 3: There is no significant composite contribution of school location, class size and teaching experience on students' academic achievements in Business studies

Table 3: Model Summary of the Multiple Regression Analysis for the Combined Contributions of School Location, Class Size and Teaching Experience in Predicting Students' Academic Achievement.

REGRESSION						
Model	Source of Square	Sum of Square	Df	Mean Square	F	Sig.
Multiple R = .365	Regression	1894.552	3	631.517	20.256	.000(a)
R Square = .133	Residual	12345.838	396	31.176		
Adjusted R Square = .126	Total	14240.390	399			

Predictors: (Constant), School location, class size and teaching experience

Dependent Variable: Academic Achievement

The results in Table 2 indicates that school location, class size and teaching experience significantly predict students' academic achievement $R = .365$; $R^2 = .133$; (adj) = .126. ANOVA value of $F_{(3,396)} = 20.256$; $p < .05$ further confirmed the result. This reveals that 13.3% of the variance in the students' academic achievement in Business studies was accounted for by the combination of the school location, class size and teaching experience.

5. Discussion

Table 1 revealed a significant relationship between school location, class size, teaching experience and students' academic achievement, which by implication, means that academic achievement of students is related to the three predictor variables. This position corroborates the finding of Akpo (2012) that teacher educational qualifications, teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management are related to students' academic achievement in JSC Mathematics.

However, it was revealed in the result of the analysis in Table 2 that students' academic achievement has a close interaction with class size than with school location. The finding negates that of Owoeye (2011) that was no significant difference in the academic achievement of students in small and large classes from urban schools; there is no significant difference between performance of

students from rural large and rural small classes. Also, it was revealed in Table 2, that teaching experience was not a good predictor of academic achievement. The finding corroborates the outcome of Kimani, Kara and Njagi (2013) that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement. The result negates the finding of Yala and Wanjohi (2011) that teachers' experience and professional qualifications were the prime predictors of students' academic achievement

The result of Table 3 showed that school location, class size and teaching experience significantly predict students' academic achievement. The result is in line with the findings Babatunde (2015) that there is a significant difference in the academic performance of secondary school students based on class size with students in large classes performing better than their counterparts in smaller classes, there is a significant difference in the academic performance of students taught by more experienced teacher and those taught by inexperienced teacher and also, students located in the urban areas perform better than their counterparts in rural area of Kaduna State.

6. Conclusion

The results of this revealed that school location, class size and teaching experience made relative contributions to predicting

students' academic achievement in Business Studies. Based on this, there is the need for educational reforms demand greater performance and commitment of all the stakeholders, most especially the teachers who have direct contact in imparting knowledge to students, for quality output in secondary schools.

7. Recommendations

The following recommendations are poignant from these findings:

- Critical efforts should be made by stakeholders to improve the school location and environment, while the class size should be made moderate and manageable.
- Teachers' professional experience should be considered in reward system so to encourage the teachers to be more productive and committed to the teaching profession.

References

- Abosedo, S.C. & Akintola, O.A. (2016). Mothers' Employment, Marital Status and Educational Level on Students' Academic Achievement in Business Studies. *Asia Pacific Journal of Multidisciplinary Research*. Vol. 4(2), 159-165. ISSN 2350-7756 (Print) & ISSN 2350-8442; (Online), <http://www.apjmr.com>
- Akindele-Oscar, Y. (2007). Fostering academic achievement in secondary school students through self-efficacy and emotional intelligence training programmes. *Ogun Journal of Counselling Studies*, 1(1), 26-33
- Akpo, S.E. (2012). The Impact of Teacher-Related Variables on Students' Junior Secondary Certificate Mathematics Results in Namibia. Ph.D. Thesis, University of South Africa, School of Education.
- Al Shehry, A. & Awad Youssif, S. M. (2017). Factors Affecting Academic Performance of Undergraduate Students At Najran Preparatory Year For Girls- Najran University. *International Journal of Asian Social Science*, 7(1): 1-18. ISSN(e): 2224-4441/ ISSN(p): 2226-5139
- Ali, Shoukat, et al. (2013). Factors Contributing to the Students' Academic Performance: A case study of Islamia University sub-campus. *American Journal of Educational Research* 1.8 (2013): 283-289.
- Ashimole, A. U. (2011). Developing Teaching Manpower through Emerging Myths and Realities in Nigeria Institutions. *International Conference on Teaching, Learning and Change*, International Association for Teaching and Learning (IATEL).
- Babatunde, A.M. (2015). Influence of Class Size, Teacher Variables and School Location On Academic Performance among Senior Secondary School Students in Kaduna State, Nigeria. Unpublished M.Ed Thesis, Department of Educational Psychology and Counseling, Faculty of Education, Ahmadu Bello University, Zaria
- Eggen, P. & Kauchak, D. (2001). *Educational Psychology: Windows on Classrooms*: New Jersey: Prentice Hall
- Federal Republic of Nigeria, (2013). *National Policy on Education*. Sixth Edition.
- Nigerian Educational Research and Development Council (NERDC), Yaba-Lagos
- Frederick, E. O. (2011). Influence of Sex and School Location on Students' Achievement in Agricultural Science. *African Journal of Science Technology and Mathematics Education (AJSTME)*, 1(1): 96-101.
- Jacob, O. A., Olawuyi B. O. & Jacob A. J. (2016). Relationship between Class Size and Discipline of Secondary

- School Students in Yagba-West of Kogi State, Nigeria. *Sky Journal of Educational Research*, 4(1): 008-013.
- Lewin, K. M., Wasanga, P., Wanderi, E. & Somerset, A. (2011). Participation and Performance in Education in Sub-Saharan Africa with Special Reference to Kenya: Improving Policy and Practice. Create Pathways to Access. Research Monograph No. 74: University of Sussex.
- Jepsen, C. (2015). Class Size: Does it matter for Student Achievement? *IZA World of Labor* 2015: 190 doi: 10.15185/izawol.190. Retrieved on 05/05/2017 from: wol.iza.org
- Kimani G.N., Kara A.M. & Njagi L.W. (2013). Teacher Factors Influencing Students Academic Achievement in Secondary Schools in Nyandarua County, Kenya. *International Journal of Education and Research* (1):3 145 -158, ISSN 2201 – 6333.
- Mahlo D. (2015). A Comparative Study of Class Size and Academic Achievement of Pupils in Boarding and Non-Boarding Schools. *International Journal of Education Science*, 11(2): 128-136
- Meenu, D. (2016). Factors Affecting the Academic Achievement: A Study of Elementary School Students of NCR Delhi, India. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.4, 2016
- Muraina, M. B. & Muraina, K. O. (2014). Class Size and School Climate as Correlates of Secondary School Students' Scholastic Achievement in Itesiwaju Local Government Area of Oyo State, Nigeria. *Global Journal of Human-Social Science: Linguistics & Education* 14 (3) Version 1.0 Online ISSN: 2249-460x & Print ISSN: 0975-587X
- Ogbeide, J. I. (2013). Influence of Gender, School Location and Students' Attitude on Academic Achievement in Basic Technology in Delta State. Unpublished Ph. D. Thesis. University of Nigeria, Nsukka.
- Omotayo, B. K. (2014). Teacher Characteristics and Students' Performance Level in Senior Secondary School Financial Accounting. *Journal of Empirical Studies*, 1(2): 48-53.
- Onuoha, J. C. (2010). Influence of School Location on Students' Achievement in Social Studies Using Concept Mapping as an Instructional Strategy. *Nigerian Social Science Education Review (NSSER)*, 3(1): 116-126.
- Orji, E. I. (2013). Effect of Cognitive Conflict Instructional Model on Students' Conceptual Change and Attention in Temperature and Heat. Unpublished M.Ed. Thesis. University of Nigeria, Nsukka.
- Owoeye, J. S. (2011). Class Size and Academic Achievement of Secondary School in Ekiti State, Nigeria. *Asian Social Science* Vol. 7(6). Retrieved on 26/04/2017 from: www.ccsenet.org/ass
- Owoeye, J. S. & Yara, P. O. (2011). School Location and Academic Achievement of Secondary School Students in Ekiti State. Nigeria. *Asian Social Science*, 7(5): 170-175.
- School Forum (2017). WAEC Result Analysis– Rate of Failure Recorded from 2010 to 2014. Retrieved on 30/04/2017 from: http://www.exambomb.com/forum2_theme_111578436.xhtml?tema=54
- Urien, A.S. (2003). Macroeconomic Modeling: Determinants of Academic Performance. *Hautes Etudes Commerciales (HEC) -Lausanne Graduates. Universite De Lausanne. Ecole Des Hautes Commerciales*
- Yahya, S. A. (2015). Leadership Styles, Types and Students' Academic Achievement in Nigeria. Unpublished Ph. D. Thesis. Faculty of Technical and Vocational

- Education Universiti Tun Hussein Onn Malaysia.
- Yala, P. O. & Wanjohi, W. C. (2011). Performance Determinants of KCSE in Mathematics in Secondary Schools in Nyamira Division, Kenya. *Asian Social Science*, 7(20): 107-112.
- Yusuf, M. A. & Adigun, J. T. (2010). The Influence of School Sex, Location and Type on Students' Academic Performance. *International Journal of Educational Sciences*, 2(2): 81-85.