

UNVEILING THE ROLE OF INSTRUCTIONAL STRATEGIES, SCHOOL LOCATION, AND GENDER IN PREDICTING ALGEBRA ACADEMIC ACHIEVEMENT AND ATTITUDE AMONG SENIOR SECONDARY STUDENTS IN OGUN STATE, NIGERIA

Ganiyu Adisa Iroko & Nasrudeen Ayinde Malik

Osun State University, Osogba, Osun State, Nigeria

Email: ganiyu.iroko@uniosun.edu.ng, ayinde.malik@uniosun.edu.ng,

Adetunji Abiola Olaoye

Lagos State University, Ojo, Lagos State

Email: adetunji.olaoye@lasu.edu.ng

Kafayat Amoke Adesina

Clemson University, Clemson, SC, USA

Email: kadesin@clemson.edu

ABSTRACT

An experimental study involving Senior Secondary Class Two (SS II) students in Ogun State, 356 students from eight intact schools participated. The study used a 4x2x2 factorial research design with four levels of instructional strategies, two levels of gender, and two levels of school location to determine the extent to which these factors predicted students' achievement in and attitude towards algebra at senior secondary schools. The study's activity involved a 12-week treatment with the use of Mathematics Achievement Test consisting of 50 items and a 20-item altitudinal questionnaire given to the randomly selected sample. Multiple regression analysis was used to analyse the data at the significance level of $\alpha = 0.05$. The results showed that students' achievement and attitude towards algebra were significantly predicted by instructional strategies, school location, and gender. Based on the results, the concluded that conclusion that gender, school location, and instructional approach all together have predictive effects on students' academic achievement in algebra. It was recommended that secondary school mathematics teachers be encouraged to use more activity-based teaching techniques that could enhance their students' mathematics performance. Also, the government, school management and other stakeholders should sensitise students to eliminate viewpoints and practices that hamper mathematics learning on the grounds of school location and gender, which result in poor performance.

Keywords: Achievement, Attitude, Location, Predictors, Strategy

INTRODUCTION

A country's ability to succeed in science and technology depends on its grasp of mathematics (Iroko & Olaoye, 2021). The distinction between industrialised and emerging countries, as described by Ale and Adetula (2010), is based on their mathematical achievement and inventiveness. Mathematics is an unquestionable agent of national progress and income generation (Ale & Adetula, 2010), and it continues to be the cornerstone of modern technology, yet many students do not like it. The economic and technical growth of any nation is built on mathematics. It is thought that there can be no modern technology without mathematics, so Mathematics is mandatory in Nigerian primary and secondary schools (Federal Republic of Nigeria [FRN], 2013). Thus, mathematics should help to accelerate social, economic and technical advancement in every community.

The Nigeria Education Research and Development Council (NERDC) (2007) stated that the current senior secondary school mathematics curriculum is organised around five main themes: number and numeration, algebraic processes, geometry, statistics, and introduction to calculus. Algebraic processes, one of the concepts described, act as a link between other mathematical themes

(Iroko & Olaoye, 2021). As the gatekeeper of mathematics, algebra is one of the subjects where students struggle the most (Akinsola & Awofala, 2008).

A key component of the mathematics curriculum, Algebra equips students with the critical-thinking and problem-solving abilities they need. Since the development of "Symbolic Algebra," Algebra has been a major area of study in Mathematics classrooms since it gives students the ability to work with abstract concepts and apply them to real-world scenarios (Betiku, 2002). Algebra has a different place in curricula around the world (Adegoke, 2011). While some nations teach Algebra as part of a unified or integrated mathematics curriculum, others view mathematics as a collection of related subjects like geometry, algebra, and arithmetic.

However, it is evident that academic achievement and students' attitudes toward algebra play a pivotal role in their engagement and success in mathematics, and many factors influence this. Understanding the factors that shape these academic achievements and attitudes is crucial for teachers to tailor instructional approaches effectively.

Notwithstanding the high regard mathematics is accorded in the Nigerian educational system, Achor

et al. (2009) contended that methods of teaching and learning mathematics at different school levels are impractical for encouraging student activity and offering guided practice, which would help students remember concepts and solve problems. Students' performance at all levels of education is an instrument for measuring the effectiveness or otherwise of the school system and a significant determinant of attaining a nation's educational goals (Ajai, 2018). There are many predictors of students' performance in Mathematics, ranging from the instructional strategy used by the teacher, mastery of the subject matter, classroom management, communication skills, teachers' personalities, Students' study habits, time management, attitude towards mathematics, parents' socio-economic status, classroom setting, peer group and many more.

Due to students' low mathematics performance, different interactive tasks, techniques, and instructional strategies are needed for the teaching and learning of algebraic literacy in classrooms (Azuka et al., 2013). The attainment of the desired instructional objective is effectively ensured by the selection of an appropriate instructional technique. By guaranteeing that the teaching is delivered smoothly, instructional

tactics are used in the lesson presentation to aid in the students' learning (Muhammad et al., 2012).

Gender disparities in mathematics attitudes have been documented, with societal stereotypes and expectations influencing girls' and boys' perceptions of their mathematical abilities (Else-Quest et al., 2010). Addressing gender-specific factors is essential for promoting equitable learning environments. Algebra is a gender-prone subdivision of mathematics, according to Akinsola and Awofala (2008). Many have speculated that gender variances in performance on word problem questions would be accountable for the stereotypical masculine content of such questions. However, Arigbabu and Mji (2004) did not support this idea in their study. Gender is a cultural construct and psychological concept society uses to distinguish between male and female behavior, roles, and emotional and mental characteristics (Eugene & Ezeh, 2016). Gender in mathematics performance refers to the observation that men and women perform differently on average in mathematics tests or examinations.

According to Okeke (2008), males are more inclined to take challenging subjects like mathematics in school. However, females are more likely to chase careers that disagree with

marriage prospects, marriage obligations, and parenthood. According to Alio et al. (2019), there is a widespread notion that male students perform better in Mathematics and particularly in Algebra than female students. Ajai and Imoko (2015) discovered that female students outperformed their male colleagues in Algebra using the problem-based learning method (both post-test and retention). The educational experience in schools is not expected to discriminate between male and female students, and it is essential to guarantee that students have equal access to mathematical education.

The location of the school could also have an impact on students' mathematics performance. The geographic location of schools can impact students' educational experiences and outcomes. Rural schools may face resource constraints and limited access to advanced courses, potentially influencing students' attitudes towards algebra achievement differently from urban or suburban schools (Reardon & Owens, 2014)

The position of a school in other areas in the physical environment (rural or urban) is referred to as its location (Nbiti & Edoho, 2017). In many states, the distribution of teachers to schools in rural and urban areas is

incomparable. The number of teachers in rural areas is low compared to urban areas, where they sometimes have a surplus of teaching staff. Most teachers chose to be assigned to urban schools because of the availability of social amenities, teaching aids, and proximity to government institutions and higher education institutions where they could further their education. It is speculated that the most experienced and skilled teachers work in urban schools since rural schools are characterised by a lack of opportunity, technological sophistication, and a monotonous and uncivilized lifestyle.

Academic achievement is determined by comparing a student's test or examination results to those of other students at the same level. Examination results show how well students are performing (Ginga et al., 2019). According to Aiken (2000), an attitude is a trained readiness to react either optimistically or pessimistically to a specific object, situation, institution, or person. Another definition of attitude is the propensity to respond to a certain object or thing in a particular way, whether negatively or positively (Harrell, 2006). Understanding mathematics better depends critically on students' attitudes towards the topic.

The students' poor performance in Mathematics, particularly Algebra, has concerned Mathematics stakeholders. Many researchers have traced the problem to several factors, such as teacher, student, and environmental factors, yet the problem has yet to be solved. The weaknesses of students in Algebra themes range from word problems leading to simple linear equations, algebraic graphs, reading and responding from the graph, interpreting and solving word problems, translating word problems into mathematical expressions, inequality and graphical solutions to quadratic equations, and so on, according to reports from the WAEC Chief Examiners (Mathematics) from May/June 2010 to May/June 2020 SSCE. The techniques in which students are taught have a substantial impact on their performance, even though the aforementioned issues may not be solely related to the teaching methodology. Other factors also have a role in the difficulties that students face in mathematics.

Despite the extensive exploration of factors influencing academic achievement and attitudes in mathematics, there remains a gap in understanding the interplay of instructional strategies, school location, and gender concerning Algebra achievement and attitudes

among senior secondary students. This study aimed to unveil the nuanced relationships between these variables to provide insights into effective interventions for fostering positive attitudes towards Algebra among senior secondary students."

Objectives of the Study

The study specifically sought to:

1. examine whether instructional strategy, school location and gender are predictors of students' achievement in Algebra?
2. examine whether instructional strategy, school location and gender are predictors of students' attitude toward Algebra?

Hypotheses

The following hypotheses were generated and tested in the study:

H₀₁: Instructional strategy, school location and gender are not significant predictors of students' achievement in Algebra

H₀₂: Instructional strategy, school location and gender are not significant predictors of students' attitudes toward Algebra

METHODOLOGY

Research Design

The study adopted a quasi-experimental pretest-posttest non-equivalent control group research design, since the participants could not be randomly assigned to groups and intact class was adopted.

Participants

With a sample size of 356 students, the population consisted of all SS II students in Ogun. The sample for this investigation was chosen using multistage sampling procedures. First, two blocs were chosen at random from among Ogun State's four education blocs using a simple random sampling technique. Eight senior secondary schools were randomly chosen from the two blocs to participate in the study: four were located in rural areas and four in metropolitan areas. A 4x2x2 factorial design was implemented, with one arm of a complete class in each of the studied schools; the four levels of teaching strategies, two levels of gender, and two levels of school location comprised the design.

Instrumentation

The two research instruments used for the study were Achievement Test in Algebra (ATA) and Attitude Questionnaire in Algebra (AQA). The Achievement Test in Algebra (ATA) is a multiple objective test developed by the researcher consisted of 50 multiple choice objective test-items

adapted from past questions of; Ogun State Unified Examination, WAEC SSCE and NECO SSCE while Attitude Questionnaire in Algebra (AQA) comprised 20 items (positive and Negative statements) developed basically on three components (Cognitive, Affective and Behavioural) of attitude requested students to indicate their attitude toward the study of Algebra

Validity and Reliability of the Instruments

The two instruments were subjected to both face and content validity and also given to experts for structural corrections, adjustment and suggestion to enhance the instruments before administration. ATA was subjected to reliability test using Kuder-Richardson's formula $K - R 21$ and the coefficient of reliability found to be 0.93 while Cronbach's Alpha was used to find the internal consistency reliability of AQA with the coefficient of reliability found to be 0.78.

However, the reliability scores for both ATA and AQA suggested that the instruments were found to be useful and consistent for the purpose for which they were prepared.

Experiment Procedure

The chosen sample underwent a 12-week treatment that included an A-20 item altitudinal questionnaire ($r =$

0.78), and a 50-item multiple-choice achievement test in algebra ($r = 0.93$). Multiple regression analysis was used to analyse the data at the significance level of $\alpha = 0.05$.

Data Analysis

The data collected were quantitative in nature and analysed using Multiple Regression. An alpha level of 0.05 was used to test the hypotheses with the aid of SPSS Version 25.

RESULTS

Hypothesis One: Instructional strategies, School location and

gender, are not significant predictors of students’ achievement in Algebra.

Multiple linear regression was calculated to predict students’ achievement in algebra based on the instructional strategy of teaching, school location, and gender. All the independent variables (Instructional Strategies, gender and school location) contributed 51.0% in predicting the students’ achievement as $R = .510$ and Adjusted R square is .506, which is 50.6% as shown in Table 1

Table 1: Regression Model Summary of Student Achievement in Algebra

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714 ^a	.510	.506	5.88714

The regression model is appropriate, indicating that gender, school location, and instructional strategies

are reliable indicators of students’ algebraic achievement.

Table 2: Multiple Regression on Students’ Achievement in Algebra

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	12682.951	3	4227.650	121.980	.000 ^b
1	Residual	12199.777	352	34.658		
	Total	24882.728	355			

The multiple regression analysis statistical approach was employed to test this hypothesis at a significance level of $p < 0.05$. Tables 2 and 3 present the findings. Table 2's result demonstrates that gender, school location, and instructional strategies are significant predictors of students'

algebra achievement [$F(3,352) = 121.98, P < .05$]. As a result, the null hypothesis—which claims that gender, school location, and instructional strategies are not significant determinants of students' achievement in algebra is hereby rejected.

Table 3: Multiple Regression Coefficients of Students' Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	43.147	1.458		29.590	.000
1 Instructional strategy	-5.272	.298	-.677	-17.701	.000
Gender	.857	.639	.051	1.341	.181
School location	-2.090	.653	-.123	-3.201	.001

Each of the predictors in Table 3 contributed the following beta weight in predicting the students' achievement in Algebra: Instructional strategies (-.68), Gender (.05) and School Location (-.12). The multiple linear regression equation is given as $Y = 43.18 - 0.6776x_1 + 0.051x_2 - 0.123x_3$

Hypothesis Two: Instructional strategy, School location, and gender

are not significant predictors of students' attitudes toward Algebra

Multiple linear regression was calculated to predict students' attitudes toward Algebra based on their teaching instructional strategies, school location and gender. All the independent variables contributed 4.3% in predicting the students' attitude as R Square = .043 and Adjusted R Square is .035, which is 3.5%, as shown in Table 4.

Table 4: Model Summary of Students' Attitude

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.208 ^a	.043	.035	7.61205

The regression model is weak, meaning that instructional strategy, school location and gender are weak predictors of students' attitude toward Algebra.

Table 5: Multiple Regression on Students' Attitude

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	924.767	3	308.256	5.320	.001 ^b
1	Residual	20396.031	352	57.943		
	Total	21320.798	355			

The multiple regression analysis statistical approach was employed to test this hypothesis at a significance level of $p < 0.05$. Tables 4 and 5 present the findings. Table 4 presents the results, which indicate that students' attitude towards algebra can be significantly predicted by teaching

style, school location, and gender [$F(3,352) = 5.32, P < .05$]. As a result, the null hypothesis—which claims that gender, school location, and instructional approach are not significant indicators of students' attitudes towards algebra is hereby rejected.

Table 6: Multiple Regression Coefficients of Student Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	62.716	1.885		33.264	.000

Instructional strategies	-.201	.385	-.028	-.522	.602
Gender	-.239	.826	-.015	-.289	.773
School location	-3.141	.844	-.199	-3.720	.000

Each predictor contributed the following beta weight to predict the students' attitude toward algebra. Instructional strategies (-.03), Gender (-.02) and School Location (-.20). The multiple linear regression equation is given as: $Y = 62.72 - 0.028x_1 - 0.015x_2 - 0.199x_3$

Discussion

Examining if gender, school location, and teaching styles are indicators of students' algebraic achievement was one of the study's goals. Table 1's results showed that gender, school location, and instructional strategy all contributed 51.0% to students' achievement on the algebra test. However, the remaining 49.0% of their success is attributable to additional characteristics not included in this analysis, indicating the model's suitability. Moreover, Table 2 shows that gender, school location, and instructional styles are all predictive of students' algebraic achievement. Agbaje and Alake (2014) discovered that while student gender has little bearing on academic achievement, study habits, attitudes,

and hobbies are stronger indicators of students' performance.

Silangan et al. (2023) also discovered that the academic achievement of respondents in mathematics can be predicted by the teacher's instructional strategies and the materials they employ. Ajai (2018) found in his research, however, that age, gender, school location, and subject combination do not all influence a student's academic success in mathematics.

A multiple-line regression was calculated to predict students' attitudes toward Algebra based on the instructional strategy used by their teachers, students' gender and their school location. Table 4 shows that the independent variable (instructional strategies, school location, gender) contributed 4.3% to students' attitudes toward algebra. In comparison, the study did not mention the remaining 95.7% of factors predicting student attitude toward Algebra. The regression model is not good because of the percentage contributing to students' attitudes toward algebra.

Furthermore, Table 5 indicates that instructional strategies, gender, and school location significantly predict student attitudes toward Algebra.

Teachers should consider contextual factors such as school location and gender when designing instructional approaches. Addressing the needs of students in diverse educational settings requires targeted interventions that account for socio-economic disparities, access to resources, and cultural perceptions of mathematics. Moreover, efforts to mitigate gender disparities in mathematics attitudes and achievement should focus on fostering inclusive learning environments and challenging stereotypes that hinder girls' participation in STEM disciplines.

CONCLUSION

This study sheds light on the complex interplay between instructional strategies, school location, gender, and students' attitudes toward algebra achievement among senior secondary students. The findings underscore the importance of adopting diverse and inclusive instructional approaches to foster positive attitudes toward algebra achievement, particularly in underrepresented populations and underserved school settings. Educators and policymakers can leverage these insights to design targeted interventions to promote

equitable access to quality mathematics education.

This research illuminates the complex interplay between instructional strategies, school location, gender, and students' attitudes toward algebra achievement among senior secondary students. By recognising the differential effects of these factors, educators can design more effective interventions to promote positive attitudes and enhance mathematical proficiency among all students.

This study looked into how much students' achievement and attitude towards algebra are predicted by teaching strategy, school location, and gender. The study's conclusions showed that factors such as gender, school location, and instructional styles can affect students' attitude towards and success in algebra. The study's results lead the researcher to the conclusion that gender, school location, and instructional approach all together have predictive effects on students' academic achievement in algebra.

RECOMMENDATIONS

The study, therefore, recommended that;

1. The government, school management and other stakeholders should sensitise students to eliminate viewpoints and practices that

hamper mathematics learning on the grounds of school location and gender, which result in poor performance.

2. Secondary school mathematics teachers are recommended to use more activity-based teaching techniques as a means of possibly raising pupils' mathematics performance.

Suggestions for further studies

The study investigated the extent to which instructional strategy, school location, and gender predict students' achievement and attitude toward Algebra. Additional research is encouraged to do a cross-validation of the findings in a different population and to examine other predictors capable of predicting students' performance in Algebra.

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PREVALENCE, METHOD AND EFFECT OF EXAMINATION MALPRACTICE AMONG UNDERGRADUATES IN PUBLIC UNIVERSITIES IN OSUN STATE

Imran Adesile Moshood PhD., Folarin Kikelomo Abibat, Faremi Margaret Funke PhD., & Adeleke Florence Oluwaseye PhD

Osun State University, College of Education

Ipetu-Ijesa Campus, Osun State, Nigeria

Email: adesile.imran@uniosun.edu.ng; adesile@gmail.com

ABSTRACT

This study investigated the perceived causes, methods and effects of examination malpractice among undergraduates in public universities in Osun State. Survey research design approach was adopted. The population comprised all undergraduate students in Osun State public universities. 100 randomly selected undergraduates from two public universities participated in the study. The study adopted an instrument titled: "Attitude Towards Examination Scale (ATES)". Data were analysed using frequencies, percentiles and independent t-test statistical methods. The findings revealed the behaviours capable of aiding examination malpractices were rampant among the participants; there was a high perception of the effects of examination malpractice on students and educational system. The undergraduate students identified giving assistance to colleagues during examination; scribbling information on examination materials as examination malpractice methods used. Further, female undergraduate students compared with their male counterparts significantly differed in their perceived causes of examination malpractices; however, there was no significant difference in their perceived causes of examination malpractices based on the type of public university attended. It was recommended that students need proper orientation on the need to cultivate positive study habit before and during examination periods in the universities throughout the country.

Keywords: Examination malpractice, Undergraduate, Prevalence, Method, University

INTRODUCTION

Education is a vital tool towards the development of any nation. It is a valuable instrument to unlock potentials towards rapid transformation of people and society. It is the process of facilitating learning, and the acquisition of knowledge, skills, values, beliefs and

habits (Wikipedia, 2020). According to Nakostee (2019), education can be thought of as the transmission of the values and accumulated knowledge of a society. In any given society, such knowledge can be transmitted both formally and informally and it requires forms of assessments to

determine the attainment of the desired standards.

The educational tool to determine the knowledge and ability of a student in a given class within a school setting is known as examination or test. According to Omemu (2015), examination is a means of measuring the quantity of knowledge a student has acquired within a specific period of time. Exams and tests are important avenues to assess what the students have learned with respect to different subjects and for revealing what part of the lesson each student has learnt (Hurd, 2020). Ayua (2012) believed that since final examination at the end of a term, semester is no longer the major determinant of students' grade or certificates in the continuous assessment practice, students' desperation which results in exam malpractice is taken away.

Examination malpractice is defined as any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. (Oduwaiye, 2014). Examination malpractice also known as cheating is the illegal action that students take during their examinations to try to make good grades by cutting corners. According to the Oxford Advanced Learner's Dictionary, malpractice is a wrong or illegal behaviour exhibited by a person while discharging

professional responsibilities. Based on this definition, examination malpractice can be construed as an act of illegally obtaining an answer to an examination question from any other source other than the brain of the examinee. It is any activity carried out by anybody that defies the rules that guide a student whose knowledge or ability is being tested in a particular knowledge or skill with the aim of distorting the student's true knowledge or ability (Ufuoma, 2015); an act or irregular manner of testing candidates which contravenes the rules and conventions guiding the conduct of examinations (Cornelius-Ukpei & Ndifon, 2014).

Examination malpractice is any type of cheating during the examination (Tinibu, 2020); an act of omission or commission by a person who, in anticipation of an unmerited benefit (before, during or after any examination), fraudulently secured an advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability and authenticity of the examination and ultimately the integrity of the certificates issued (The Examination Malpractice Act, 1999). Okanezi and Eguzozie (2018) equally believed that whenever the rules and regulations governing the conduct of any examination at any

level are not adhered to by the parties concerned, examination malpractice has taken place. According to Okanezi and Eguzozie (2018), examination malpractice is any fraudulent or illegal means used by a student to become successful in an examination.

Researchers have shown that different methods are used in perpetrating examination malpractice (Davis et al., 1994; Petters & Okon, 2014). Some of these methods include: giraffing, inscribing materials or information on parts of the body, dresses, handkerchief, rulers, chairs, tables, walls etc (Cornelius-Ukpei & Ndifon, 2014). Tambawal (2013) listed some others methods of examination malpractice to include leakage of question papers, impersonation, external assistance, smuggling of foreign materials, ghost centers, among others. With the emergence of information and communication technology, examination malpractice has also gone digital with the use of handsets to store and retrieve answers or browse in the examination hall.

Reoccurrence nature of examination malpractice has been attributed to several factors by different scholars, such as student's desire to pass at all cost, undue emphasis on certificate, poor societal values, and teachers'

nonchalant attitudes (Omemu, 2015; Nnam & Inah, 2015). According to Olatunbosun (2009), moral decadence, greed, peer influence, parental support, poor school facilities and the end justifies the means attitude are vital factors aiding examination malpractices. Likewise, Tambawal (2013) opined those intimidations from parents, location of examination centers, inadequacies of teachers, personality dispositions, among other factors, contribute greatly to the prevalence of examination malpractices. Besides, poor remuneration of teachers, student's fear and lack of self-confidence in themselves, poor teaching and learning environment, admission of unqualified candidate, lack of proper supervision during examination, lack of proper guidance and counseling for students, among others, have been attributed to the prevalence of examination malpractice in Nigeria (Okanezi & Equozie, 2018).

A growing body of research has shown that examination malpractice has negative consequences for growth and development of a nation. According to Olatunbosun (2009), examination malpractice can damage the society to the extent of resulting into a failed state, and can render the goal of education invalid, leading to irreversible loss of credibility and

production of youths destined to a life of crime, fraud, and corrupt practices. Examination malpractice in Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but to school administrators, the entire education system, the government and the society at large. Cornelius-Ukpei and Ndifon (2014) stated that exam malpractice hinders the countries' goal of technological advancement, makes the students to lose the ability to study or work hard, which could lead to unproductivity and failure on the job. More importantly, Cornelius-Ukpei and Ndifon (2012) reported a significant relationship between teachers' involvement in examination malpractice and pupil's academic performance in primary science. While those scholars focused on factors that influence examination malpractice and academic performance of students, the present study seeks to dig deep into the prevalence, method and effect of examination malpractice among undergraduates in public universities in Osun State.

The rapid occurrence of examination malpractice has become an issue of great importance and concern in the global educational systems. Most examinations are usually marked by complaints of various forms of

malpractice. In most of these examinations, cheating is a recurrent event. In Nigeria, this ugly development has been attributed to a number of factors especially the high rate of crime and moral decadence in the society as well as misplaced emphasis on the acquisition of a degree certificate. Despite the magnitude of this problem in Nigeria, sufficient scholarly attention has not been given to understanding the methods and potential effects of examination malpractice in the Nigerian universities, with a view to find a lasting solution to the problem. It is very imperative to deal decisively with this ugly development in our educational system before it rubbishes it completely. Therefore, this study sought to investigate the perceived causes, methods and effects of examination malpractice among undergraduates in public universities in Osun State.

The study is guided by the tenet of the Broken Window Theory. The theory argues that visible signs of disorder and misbehavior in an environment encourage further disorder and misbehavior, leading to serious crimes. This theory was propounded by a psychologist and a meeting scientist (Zamardo, 1969). The thrust of the theory centered on need not to ignore or neglect any problem in an environment (no matter how

small it is). Doing so will negatively affect people's attitudes and behavior towards the environment, leading to bigger and bigger problems. This theory is very relevant in many other areas of life especially when it comes to aiding and abetting examination malpractices in schools. For instance, if a teacher allows a student to cheat in a subject exam, cheating becomes acceptable in other exams and among other students at all levels of education and at home. Thus, ignoring a small problem today has potential to lead to much bigger problem in the future.

Objectives of the Study

This study aimed to investigate the prevalence, method and effect of examination malpractice among undergraduates in public universities in Osun State. Specifically, the study seeks to:

1. examine the perceived causes of examination malpractice among Undergraduates in Public Universities in Osun State.
2. investigate the perceived effects of examination malpractice on students and educational system in Public Universities in Osun State.
3. identify various methods of examination malpractice rampant among Undergraduates in Public Universities in Osun State.

4. determine if there is significant difference in the perceived causes of examination malpractice based on gender and type of public university attended by undergraduates in Osun State.

Research Questions

1. What are the perceived causes of examination malpractice among Undergraduates in Public Universities in Osun State?
2. What are the methods of examination malpractice rampant among Undergraduates in Public Universities in Osun State?
3. What are the perceived effects of examination malpractice on students and educational system in Osun State?

Research Hypothesis

H₀₁: There is no significant difference in the perceived causes of examination malpractices based on gender and type of public university attended by undergraduates in Osun State.

METHODOLOGY

Research Design

Survey research design approach was adopted for this study. This approach is a popular design in education which allows researcher to administer a survey/ questionnaire to a sample or to the entire population of the study, so as to describe the attitudes,

opinions, behaviours or characteristics of the population. This research design helps researcher to describe trends about responses pattern to research question or hypothesis (Creswell, 2008).

Participants

The population of this study comprised all undergraduate students in Osun State public universities. This includes both male and female students in federal and state-owned universities in Osun State. The researcher employed simple random sampling technique to select two (2) public universities (1 federal and 1 state university). This technique was further applied to select fifty (50) respondents from each of the two universities. Altogether, a total of one hundred (100) respondents constituted the sample of the study.

Instrumentation

The study adopted an instrument titled: “Attitude Towards Examination Scale (ATES)” to measure the method and effect of examination malpractice among the respondents of this study. The instrument was developed by the Department of Counsellor Education, University of Ilorin, Ilorin Nigeria. The instrument consisted of two (2) sections (A & B). Section “A” sought information on respondents’ demographic characteristics. Section “B” consisted of 30 items on the attitude of students towards

examination. The instrument was structured on a 4-point response scale, ranging from “1” equals “Not True of Me” to “4” equals “Very True of Me.”

Validity and Reliability of the Instrument

The author of the ATES reported that all necessary steps were taken by the Department of Guidance and Counsellor Education, University of Ilorin, to ensure that the instrument measures what is supposed to measure. Besides, the instrument was pilot-tested with 40 undergraduates from one of the public universities in Osun State (but who are not parts of the participants in the main study) to ascertain the current psychometric properties of the instrument in the context of this study. The test yielded good evidence of internal consistency (0.84) in the underlying structure of the instrument. Hence, the face and content validity of the instrument are well established. More so, a reliability coefficient of 0.62 was reported for the instrument. Thus, the instrument is considered reliable.

Procedure for Data Collection

The researcher visited each of the selected universities to administer the instrument on the respondents. One hundred (100) copies of questionnaire were administered and collected back by the researcher personally.

Data Analysis

Data were analysed using frequencies, percentiles and independent t-test statistical methods. The null hypothesis was tested at 0.05 level of significance.

participants of this study. A total of one-hundred (100) respondents from two public universities in Osun State, participated in the study. Table 1 gives detailed information on frequency and percentage analysis of the respondent’s demographic variables.

RESULTS

This section describes the key demographic variables of the

Table 1: Demographic Information of the Respondents

S/No	Variables	Group	Frequency
Percentage			
1	Institution:	Osun State University.	50
			50.0
		Obafemi Awolowo University	50
		Total	100
100			
2.	Gender	Male	47
			47.0
		Female	53
		Total	100
100			
3	Level of Study	100L	11
			11.0
		200L	25
			25.0
		300L	28
			28.0
		400L	34
		500L	02
		Total	100
100			

4.	Institution Type	Federal	50	
		State	50	
		Total	100	
5.	Age	15-20 years	29	29.0
		21-25 years	63	
		26-30 years	08	8.0
		31 years & Above	Nil	
		Total	100	

Table 1 showed that 100 undergraduate students from two public universities in Osun State participated in the study, out of which 47% were males and 53% were females. A total of 50 respondents (50% each) were selected from each university sampled for the study. A greater percent of the respondents (34%) were in 400 Level, followed by 300 Level (28%), then 200 Level (25%), 100 Level (11%), and 500 Level (2%). Also, a greater number of the respondents (63 people) were within the age bracket 21-25years, followed by 15-20years old (29 people), and the least was 26-30 years old (8 people). None of the participants fell in the category of 31 years old and above. Lastly, both the

federal and the state universities have equal representation (50% each) in the study.

Research Question 1: What are the perceived causes of examination malpractice among undergraduates in public universities in Osun State? The perceived causes of examination malpractice among undergraduates in public universities in Osun State was examined by asking the participants to indicate how much they felt the statements listed represent their attitudes towards examination (i.e., whether each statement is very true of their behaviour, partially true of them or not true at all about them). The results of data analysis are presented in table 2 below.

Table 2: Percentiles on Perceived Causes of Examination Malpractices among Undergraduates in Public Universities in Osun State

S/N	Statement	Very True of Me (%)	Partially True (%)	Not True (%)
1.	I engage in giving money to exam invigilator	15 (7.5)	21 (10.5)	64 (32.0)
2	I prepare my notes adequately before examinations	29 (14.5)	18 (9.0)	53 (26.5)
3	I attend classes regularly	15 (7.5)	23 (11.5)	62 (31.0)
4	I submit my assignments on time in preparation for examinations.	19 (9.5)	20 (10)	61 (30.5)
5	I study regularly in order to prepare for exams	13 (6.5)	23 (11.5)	64 (32.0)
6	I engage in self-assessment before examination	15 (7.5)	21 (10.5)	64 (32.0)
7	I am not afraid of examinations	29 (14.5)	18 (9.0)	53 (26.5)
8.	In preparation for examinations, I do not ignore any topic	15 (7.5)	23 (11.5)	62 (31.0)
9.	I do not like postponement of examinations.	19 (9.5)	20 (10)	61 (30.5)
10.	I study very well before examinations	13 (6.5)	23 (11.5)	64 (32.0)

Tables 2 showed that majority of the respondents do exhibit behaviours or conducts capable of aiding examination malpractices. As depicted on the table, a greater percent of the respondents (32%, 32%, 31%) strongly felt that the following practices were not true of them: “Studying regularly in order to prepare for exams; studying very well

before examinations; engaging in self-assessment before examination; attending classes regularly; submitting my assignments on time in preparation for examinations,” among others. Besides, a larger percent of respondents (26.5%) were of the views that they do not prepare their notes adequately before examinations. As such, these

behaviours are capable of tempting students to choose the path of examination malpractices during exam.

Research Question 2: What are the perceived effects of examination malpractice on students and educational system in Osun State? Perceived effects of examination

malpractice on students and educational system in Osun State was examined by asking the participants to indicate their levels of agreement to the options provided (i.e., whether they strongly disagree, minimally agree or strongly agree). The results of data analysis are presented in table 3 below.

Table 3: Percentiles on Perceived Effects of Examination Malpractices on Students and Educational System in Osun State

S/N	Factors	Disagree (%)	Minimally Agree (%)	Agree (%)
1	Examination malpractices discourage to study harder	15 (7.5)	20 (10)	65 (32.5)
2	Examination malpractice leads to denial of admission to deserving students	13 (6.5)	20 (10.0)	67 (33.5)
3	Examination malpractices mar the objectives of education	29 (14.5)	18 (9.0)	53 (26.5)
4	Examination Malpractices lowers students' educational standard	18 (9.0)	20 (10.0)	62 (31.0)
5.	Examination malpractice reduces level of competition among students	19 (9.5)	20 (10)	61 (30.5)
6.	Examination malpractice leads to overall reduction in quality of education	10 (5.0)	26 (13.0)	64 (32.0)

It is evidently clear from table 3 that the respondents have a high perception of the effects of examination malpractice on students and educational system in Osun State. The results showed that majority of the respondents (33.5%, 32.5%, 32%,

31% and 30.5%) agreed with most of the items measuring the perceived effects of examination malpractice on students and educational system in Osun State. For instance, respondents agreed with the following statements: "Examination malpractice leads to

denial of admission to deserving students; it discourages to study harder; it leads to overall reduction in quality of education; it lowers students' educational standard; and reduces level of competition among students. All these point to the fact that students are aware of the impending effects of examination malpractices on their performances and educational system in general.

Research Question 3: What are the methods of examination malpractice rampant among Undergraduates in

Public Universities in Osun State? The methods of examination malpractice most prevalent among undergraduates in public universities in Osun State were examined by asking the participants to indicate how much they engage in any of the behaviours listed (i.e., whether each statement was very true of their behaviour, partially true of them or not true of their behaviour). The results of data analysis are presented in table 4 below.

Table 4: Percentiles on Methods of Examination Malpractices Most Rampant among Undergraduates in Public Universities in Osun State

S/N	Statements	Very True of Me (%)	Partially True (%)	Not True (%)
1	I always take handwriting materials to exam hall	29 (14.5)	18 (9.0)	53 (26.5)
2	I collaborate with my colleagues in order to cheat	18 (9.0)	20 (10.0)	62 (31.0)
3	During examination, I jot down points before examination period expires	19 (9.5)	20 (10)	61 (30.5)
4	I do write some vital points on hidden parts of my body	48 (24.0)	34 (17)	18 (9.5)
5.	I do exchange my answer script with my colleagues	15 (7.5)	20 (10)	65 (32.5)
6.	Sometimes, I hired mercenaries to write my exams.	13 (6.5)	20 (10.0)	67 (33.5)
7.	I prepare answer script into the exam hall.	29 (14.5)	18 (9.0)	53 (26.5)
8.	I engage in scribbling information on examination materials e.g. ruler, tables	48 (24.0)	37 (18.5)	15 (7.5)

9.	I do give assistance to my colleagues during examination	52 (26)	30 (15)	18 (9.0)
10	I do not extend my neck to copy from another students	10 (5.0)	26 (13.0)	64 (32.0)

Table 4 showed a mixed reaction about the methods of examination malpractice rampant among undergraduates in public universities in Osun State. While some greater percents of the respondents (33.5%, 32.5%, 32%, 31% and 30.5%) indicated that behaviours such as: “Hiring mercenaries to write my exams; extending neck to copy from another students; exchanging answer script with my colleagues; collaborating with colleagues in order to cheat; among others” were not true of their characters, yet some substantial percents (26%, 24% and 24%) were of the views that they engage in the following practices during examination: “Giving assistance to colleagues during

examination; scribbling information on examination materials e.g. ruler, tables; and writing some vital points on hidden parts of one’s body.”

Hypothesis One: There is no significant difference in the perceived causes of examination malpractices based on the gender of and type of institution attended by the undergraduates in Osun State. To address the fourth objective of the study, independent t-test analyses were conducted to determine if gender and/or the type of public university attended have significant influences in the perceived causes of examination malpractices among undergraduates in Osun State. The results of the analyses are displayed in tables 5 and 6 below.

Table 5: Difference between Male and Female Undergraduates’ Perceived Causes of Examination Malpractices

Variable	Group	N	Mea n	Std. Dev.	T	Df	p	95% Confidence Interval	
								Lower	Upper
Gender	Male	47	28.8	7.7	-1.85	98	0.04	-4.34	1.30
	Female	53	30.9	8.0					

The difference in the male and female undergraduates' perception of the causes of examination malpractices was tested using independent sample t-test analysis. The results (table 5) showed a statistically significant difference in the mean scores for

males ($M = 28.8, SD = 7.7$) compared with females ($M = 30.9, SD = 8.0$), $t(98) = -1.85, p = 0.04$. This result shows that the female category has higher perception of the causes of examination malpractices compared to their male counterparts.

Table 6: Difference between Male and Female Undergraduates' Perceived Causes of Examination Malpractices Based on Institution-Type

Variable	Group	N	Mean	Std. Dev.	T	df	p	95% Confidence Interval	
								Lower	Upper
Gender	Federal	50	43.2	6.05	-0.84	98	0.40	-4.06	1.64
	State	50	44.4	4.38					

The differences in the perceived causes of examination malpractices between undergraduate students from federal and state universities in Osun State were tested using independent sample t-test analysis. The results (table 6) showed no statistically significant difference in the mean scores of undergraduates from federal university ($M = 43.2, SD = 6.05$) compared with their counterparts from state university ($M = 44.4, SD = 4.38$), $t(98) = -0.84, p = 0.40$. Thus, the result is inconclusive. This tends to suggest that undergraduates from both federal and state universities in Osun State are not too different from each other in the way they perceived the causes of examination

malpractices among undergraduates in Osun State Universities.

Discussion

The central objective of this study was to investigate the prevalence, method and effect of examination malpractice among undergraduates in public universities in Osun State. Findings for the first research question revealed that the behaviours or conducts capable of aiding examination malpractices were rampant among the participants of the study. Some of these behaviours include: “Not studying regularly while preparing for exams; not studying very well before examinations; not engaging in self-

assessment before examination; not attending classes regularly; not submitting assignments on time in preparation for examinations, and not preparing notes adequately before examinations.” This result is consistent with findings of previous studies. Studies have shown that examination malpractice can be attributed to poor remuneration of teachers, students fear and lack of confidence in their capabilities, poor teaching and learning environment, admission of unqualified candidate, lack of proper supervision during examination, desire to protect school and teacher status, lack of proper guidance and counseling for students, among other (Tambawal, 2013; Okanezi & Equozzie, 2018).

Besides, the findings for research question two revealed that the respondents have a high perception of the effects of examination malpractice on students and educational system in public universities in Osun State. This is evidence in their agreement with the following statements: “Examination malpractice leads to denial of admission to deserving students; it discourages students from studying hard; it leads to overall reduction in quality of education; it lowers students’ educational standard; and reduces level of competition among students. Consistent with reports of

the previous studies, Cornelius-Ukpei and Ndifon (2014) stated that exam malpractice hinders the countries’ goal of technological advancement, makes the students to lose the ability to study or work hard, which could lead to unproductively and failure on the job.

Furthermore, finding for the third research question revealed a mixed reaction about the most common methods of examination malpractice among undergraduates in public universities in Osun State. While some students did not engage in any of the methods identified, others do engage in giving assistance to colleagues during examination; scribbling information on examination materials e.g., ruler, tables; and writing some vital points on hidden parts of one’s body. This result also aligns well with findings of previous studies, Tambawal (2013) listed some methods of examination malpractice to include leakage of question papers, impersonation, external assistance, smuggling of foreign materials, ghost centers, markers malpractice, wrong awards and certification and so on.

Last but not the least, differences in the perceived causes of examination malpractices based on gender and/or the type of public university attended by undergraduates in Osun State was

tested. The findings showed a statistically significant difference in the mean scores obtained for male and female participants, with females having a higher perception than their male counterparts. This result aligns with the previous researchers who found that women folks acknowledged more academic misconducts than men; and engaged more in academic dishonesty than their men counterparts (Leming, 1980; Lambert et al. 2003). According to Leming, more women under a low-risk condition had frequently engaged in academic misconducts than men counterparts. However, there was no statistical difference on the basis of the type of public university attended by undergraduates in Osun State. That is, both undergraduates from either the federal or state universities in Osun State were alike in their perception of the causes of examination malpractices.

CONCLUSION

This study established some prevalent practices among students that usually facilitate acts of examination malpractices, such as “not studying regularly while preparing for exams; not studying very well before examinations; not engaging in self-assessment before examination; not attending classes regularly;” among others. The study also found that students have a high perception of the

effects of examination malpractice on students and educational system in public universities in Osun State. For instance, they were of the views that “Examination malpractice leads to denial of admission to deserving students; it discourages students from studying hard; it leads to overall reduction in quality of education; it lowers educational standard; to mention a few.” It was equally established in the study some commonly used methods of examination malpractices among undergraduate students in public universities in Osun State. These include giving assistance to colleagues during examination; scribbling information on examination materials e.g., ruler, tables; and writing some vital points on hidden parts of one’s body.

RECOMMENDATIONS

In the light of the findings above, the followings recommendations are made:

- 1- All necessary efforts should be put in place to ensure that effective teaching and learning process take place before examination periods.
- 2- Students should be given proper orientation on the need to cultivate and imbibe positive study habit before and during examination periods.

- 3- Management Authorities in public higher institutions should institute and enforce a zero tolerant attitude towards examination malpractices.
- 4- Exam invigilators should be encouraged to be very watchful and vigilant during the period of examination.

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EFFECTIVENESS OF BLENDED LEARNING APPROACH ON RETENTION IN GENETICS AMONG AGRICULTURAL EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

Jimoh S. B.

Department of Science Education, Faculty of Education
University of Ilorin, Ilorin, Kwara State, Nigeria

Ochu O.A., Wever D.G., & Agbo T. O. O.

Department of Vocational Agriculture and Technology Education
Joseph Sarwuan Tarka University, Makurdi, Benue State, Nigeria

ABSTRACT

Traditional teaching method although effective for a large class population is characterized by one way flow of information from the teacher to the students. This study determined the effectiveness of Blended Learning Approach on retention in Genetics among agricultural education students in Colleges of Education in the North Central, Nigeria. The study adopted a quasi- experimental design. The sample size was 94 students from the two Colleges (one experimental group and a control group). Two researcher constructed Genetics Achievement Test (GAT) and Genetics Blended Learning Package (GBLP) were used to collect data for the study. The mean scores and standard deviation, t-test and Analysis of Covariance (ANCOVA) statistics were used to analyse the collected data. The findings showed that students taught Genetics using blended learning approach had better retention than those exposed to traditional instruction. It also revealed that male students taught using blended learning approach and those exposed to traditional instruction had better retention than their female counterparts. Based on these findings, the study concluded that blended learning approach is effective for teaching genetics as it improved students' retention. It was recommended that blended learning approach should be utilized by teachers, while Colleges of Education across the country should be sensitized on the use of innovative strategies in teaching, as it has proved to be effective in teaching difficult concepts.

Keywords: Blended learning, Retention, College of Education, North central, Genetics

INTRODUCTION

The level of attainment of any nation is an important key for measuring its level of development. Nigeria, as a developing nation is struggling to be self-sufficient in all facets of life in order to become a developed one. For

the country to achieve this, science and technology needs to be developed, where quality teachers that would assist in the advancement of its vocational, scientific, technological and economic

development is desired. Of course, the Nigerian educational system has continued to improve the quality of education as it ensures these goals are achieved.

For instance, the graduates of vocational agricultural education are expected to be self-sustained, self-employed and self-reliant in agriculture as they leave schools and practice the skills and competences acquired (Usman, 2012). Effective teaching is a predictor of success of a learner in all ramification; both mental and behavioral. Teaching is an activity, which aims at bringing about meaningful learning through a method that is morally and pedagogically acceptable (Oladosu, 2001). Ngwu (2015) opined that in most developing and underdeveloped nations of the world including Nigeria, traditional (chalk and talk) method of instruction is more often used to facilitate learning.

Goals and objectives can be attained based on the effectiveness of teaching and learning. According to the National Commission for Colleges of Education (NCCE, 2021), the Colleges of Education are teacher training institutions established with the mandate of the teacher training programme at the National Certificate of Education (NCE) level, with its mission to producing well-motivated teachers of quality with high personal

and professional discipline, integrity and competence for the expansion of the basic education sector, and its vision is to make the Colleges of Education Center of Excellence in teaching, learning and research to facilitate the production of top-class teachers, highly motivated and fully prepared for teaching at the basic education level. The Curriculum of Colleges of Education is provided by the National Commission for Colleges of Education (NCCE, 2021).

Danjuma (2015) opined that for any meaningful teaching and learning to take place, there should be suitable means of presenting content to learners at all levels of education. Kendra (2022) posited learning as a relatively lasting change in behavior, which is the result of experience. It is the acquisition of information, knowledge, and skills. Schumaker and Deshler (1992) defined learning strategy as an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in schools as well as in non-academic settings. It includes the way the teacher communicates the content, select instructional aids and activities that the students will undertake during the lesson. Strategies refer to the step-by-step activities employed by the teacher to facilitate meaningful

learning by the learner. Cooperative learning is a technique that allows students to learn from each other and gain important interpersonal skills. Jamie (2023) affirmed that Cooperative learning happens when students work in small groups to achieve a common goal, where effective teaching strategies is tailored to suit learner's disposition and noticed as educators realized that the ways they preferred to be taught, which is significant with respect to students' academic performance.

Also, Aladejana (2008) stated that the youths in the country are growing up in a complicated and fast-growing society and are caught in a web of change as they are bombarded with new information and products of technology. The use of new information technology can serve three main functions in the national educational growth, viz: (a) deliver all or part of the learning experiences to the learners. (b) supplement and extend content provided in different forms (c) provide a two-way channel of communication for the exchange between teacher and learners with their peer for feedback, learning debate and reports. (Okeh & Opone, 2007). Blended learning has a combination of online communication technology. Mayadas and Picciano (2007) defined blended learning as a combination of face to

face and online learning. It is a learning that is facilitated by effective combination of different modes of delivery, models of teaching and styles of learning and is based on transparent communication amongst all parties involved in the course (Heinze & Procter, 2004). Bonk (2004) submitted that online learning is perceived as an alternative to lecture-based courses and this approach is adopted to work in synergy with the face-to-face teaching and learning process with the intention of making it easier for both the teacher and the learner. This strategy could be effective in the teaching of genetics, being an abstract concept to the learners.

As relevant as genetics is, it is a concept that stands as the bedrock upon which many other science disciplines like Medicine, Pharmacy, Nursing, Biochemistry, Genetics, Agriculture and so forth depend upon. Genetics is a branch of learning that studies how genes are transferred from one generation to another, as well as the transmission of biological traits from parents to offspring through the activities of genes (Ambuno et al., 2008). Genetics is one of the core courses offered at NCE II in the vocational agriculture curriculum, which is very important in the understanding and passing of other courses like animal breeding

and crop improvement in subsequent semesters. The study of genetics is significant in ameliorating the nation's food insecurity, unemployment and poverty. There is need for good retention of the concepts for effective application in agricultural development.

Retention is a person's ability to transfer new information into their long-term memory so that it is easy for them to recall and put that knowledge to use in the future. It is all about making new knowledge stick for a long time (Disha, 2022). Kundu and Tutoo (2002) also stressed that retention is the preservation of mind, which implies that the amount of knowledge learnt and kept, skills maintained or activities manifested consistently reflects what is retained. This study aims to investigate how teaching strategy may influence students' retention in genetic concepts. In 2019, the COVID-19 pandemic threw the world off balance health wise, economically and education wise for a while, with Nigeria inclusive. As part of responsive measures to the disease outbreak, all organizations including schools were closed, which also altered and impede learning and constant flow of academic pursuit. This calls for the need to utilize other forum apart from the traditional teaching method. Blended learning

among other learning strategies have gained a lot of attention since it was introduced as a means of improving learners' academic performance.

The significance of genetics to man, and other living organisms cannot be undermined, but the constant increase in failure rate in schools calls for necessary improvement in the teaching and learning of the concepts, because it is one of the courses reported to be of serious challenge to both students and teachers. For example, Cimer (2012), Paul (2018) and Chifwa (2015) narrated that it is one of the concepts that is perceived difficult to teach and to learn by teachers and students respectively in many parts of the world as students have a lot of misconceptions about genetics, which act as a barrier to understanding the subject matter. Ahmed (2007) reported that there was a constant decline in students' performance in the results of NCE II Biology Students in Kwara State College of Education, Ilorin, in Genetics from 2002-2006, where it was attributed to include; lecturer's teaching methodology, Lecturer's attitude to teaching, non-exposure to practical work and so on.

Several researches have been carried out on the studies of students' failure in genetics and various recommendations and suggestions highlighted. The findings and

contributions of these researchers showed that the performance of students in genetics improved using Computer Assisted Instruction, text structures, pre-teaching the mathematical components and word clearing, but still need to be researched in recent time. This study was in part driven by the fact that classroom practices which contribute to effective teaching are influenced by teacher's characteristics, with teacher's method of teaching inclusive. In other words, equipping teachers with pedagogical training only, would not be enough to establish a positive, learnable and teachable classroom climate. Therefore, there is still need to explore other innovative strategies that could help improve the teaching and learning of genetics. Hence, this study investigates the effects of Blended Learning Strategy on Agricultural Education Students' Retention in Genetics in Colleges of Education in North Central Nigeria.

Objectives of the Study

Specifically, the study sought to determine:

1. Whether difference exist in the retention in genetics of NCE Agricultural Education Students exposed to Blended Learning Strategy and those exposed to traditional instruction;

2. the influence of gender on NCE Agricultural Education Students retention in Genetics when exposed to Blended Learning Strategy and those exposed to traditional instruction.

Research Questions

1. What is the difference in the retention in genetics of NCE Agricultural Education Students exposed to Blended Learning Strategy and those exposed to traditional instruction?
2. What is the influence of gender on NCE Agricultural Education Students achievement in Genetics when exposed to Blended Learning Strategy and those exposed to traditional instruction?

Research Hypotheses

1. There is no significant difference in the retention in genetics of NCE Agricultural Education Students exposed to Blended Learning Strategy and those exposed to traditional instruction;
2. There is no significant difference in the retention of male and female NCE Agricultural Education Students in genetics when exposed to Blended Learning

Strategy and those exposed to traditional instruction.

METHODOLOGY

Research Design

The study adopted a quasi-experimental design. It sought to measure students' retention in genetics. The area of study was North-Central, Nigeria, which comprised Benue, Kogi, Kwara, Nasarawa, Niger, Plateau State and Federal Capital Territory.

Participants

The population comprised all NCE II Agricultural Education Students in Colleges of Education in North central Nigeria. The researcher randomly selected two Colleges of Education, namely; Kwara State College of Education, Ilorin and Kogi State College of Education, Ankpa in Kwara and Kogi States respectively for the study. The sample size of 94 NCE II Agricultural Education students purposively sampled in the two Colleges of Education (one treatment and one control) was used for the study. Fifty-eight (58) students from Kwara State College of Education, Ilorin as experimental group and Thirty-six (36) students from College of Education, Ankpa (control group).

Instrumentation

Two researcher constructed Genetics Achievement Test (GAT) and Genetics Blended Learning Package (GBLP), which was added as a treatment on the experimental group only were the instrument used in the study. The GAT is a parallel test, administered on students as pre-test, post-test, and retention test after successive re-arrangement of question items in order to measure students' retention in the study. The GAT items consist of fifty (50) multiple choice questions with four options A-D, where one is the correct option on genetics. The objective items attract 2 marks each. The instrument consists of sections A and B. Section A consists of the demographic data of the students, which include Name of school and gender while section B contains the test items for the study. The Genetics Achievement Test (GAT) instrument was administered on both experimental and control groups as pretest before the teaching of the concepts.

Validity of the Instruments

The GAT was given to two lecturers in the Departments of Agronomy, University of Ilorin, Ilorin, Nigeria and one Agricultural Education lecturer in Kwara State College of Education, Ilorin with a minimum of ten years teaching experience. These lecturers assisted the researcher to

determine the suitability of the contents and also correct grammatical errors. The GBLP package which was used for one of the experimental groups (blended learning) was validated by two experts in the Department of Educational Technology, University of Ilorin. An expert in the Department of Educational Technology went through the package, and all necessary adjustments were made for proper use of the application on a mobile device.

Reliability of the Instruments

The instrument was trial tested to determine its reliability using a test-retest method. The instrument was administered on another set of an intact class students of Plateau State College of Education, Gindiri who are not part in the main research, twice in an interval of three weeks. The students' scores were correlated and analyzed using Kuder Richardson-20 statistics to determine its reliability. The value obtained was 0.80.

Experimental Procedure

The experimental group, where the students were taught using the traditional teaching method and augmented with some form of Genetics Blended Learning Package media (video materials) was shared to the students online to their mobile

phones after teaching the concept. The control group were subjected to conventional teaching method only. The study lasted for eight weeks, where the participants were exposed to the post-test item analysis to determine their achievement, and after two weeks, a retention test was conducted, making it a total of ten weeks. The GAT instrument was administered on both experimental and control groups after teaching of the course content as posttest. Two weeks after the posttest, the same GAT instrument was administered on both experimental and control groups too, as retention test.

Data Analysis

The research questions were answered using mean scores and standard deviation, while research hypotheses were tested using ANCOVA, at 0.05 level of significance.

RESULTS

Research Question 1: What is the difference in the retention in genetics of NCE Agricultural Education Students exposed to Blended learning and those exposed to traditional instruction?

Table 1: Mean Scores and Standard Deviation of retention of NCE Agricultural Education Students Exposed to Blended

Learning and Those Exposed to Traditional Instruction

GROUP	N	\bar{X}	SD
Blended	58	71.56	9.374
Control	36	53.84	5.522
Total	94	64.76	11.846

Table 1 revealed the mean score of retention of participants in the study. The mean score of NCE Agricultural Education Students that were taught genetics with the use of blended learning was 71.56 and a standard

deviation of 9.37, while those taught with traditional instruction had a mean score of 53.84 with the standard deviation of 5.52. This result implies that the blended learning strategy enhanced the retention of students in genetics than the traditional instruction.

Research Question 2: What is the influence of gender on NCE Agricultural Education Students retention in genetics when exposed to Blended learning and those exposed to traditional instruction?

Table 2: Mean Scores and Standard Deviation of Achievement of NCE Agricultural Education Students Taught Using Blended Learning and Those Exposed To Traditional Instruction Based on Gender

GROUPS	GENDER	N	\bar{X}	Std. Deviation
Blended	Male	31	74.32	5.344
	Female	27	63.78	5.358
	Total	58	69.42	7.502
Control	male	22	52.28	3.966
	female	14	46.28	3.750
	Total	36	49.94	4.840
Total	male	53	65.16	11.964
	female	41	57.80	9.684
	Total	94	61.96	11.57

Table 2 showed the mean score of achievement of male and female participants in the study. The mean score of male NCE Agricultural Education Students that were taught genetics with the use of blended learning was 74.32 and a standard deviation of 5.34, while the female students had a mean score of 63.78

and a standard deviation of 5.36, also, the mean score of male NCE Agricultural Education Students that were taught genetics taught with traditional instruction was 52.28 with the standard deviation of 3.97 while the female students had a mean score of 46.28 with a standard deviation of 3.75. It is apparent that the mean

score of male students was higher than their female counterparts both in blended learning and traditional instruction. It enhanced the achievement of students in favour of males.

H₀₁: There is no significant difference in the retention in genetics of NCE Agricultural Education Students exposed to blended learning and those exposed to traditional instruction.

Hypotheses Testing

Table 3: Difference in Retention of NCE Agricultural Education Students Taught Using Blended Learning and Traditional Instruction

GROUP	N	Mean	SD	df	t-cal.	Sig.
Blended	58	35.78	4.687	92	10.276	.000
Control	36	26.92	2.761			

P < 0.05

The t-test output in Table 3 indicated the calculated t-value (10.276) computed at 0.05 level of significance. The result of the analysis shows that the calculated sig. (0.000) is less than tabulated sig. (0.05). Consequently, the hypothesis is rejected and this implies that there is a significant difference in the retention in genetics of NCE Agricultural Education Students exposed to blended learning and those exposed to traditional instruction.

This finding is in favour of blended learning with a mean score of 35.78, which is greater than the mean score (26.92) of traditional method. Hence, blended learning strategy improved students’ retention in genetics than the traditional instruction.

H₀₂: There is no significant difference in the retention of male and female NCE Agricultural Education Students in genetics when exposed to blended learning and those exposed to traditional instruction

Table 4: Analysis of Covariance (ANCOVA) on Retention of NCE Agricultural Education Students Taught Using Blended Learning and Traditional Instruction Based on Gender

Source	Type III Sum of Squares	df	Mean Squares	F-ratio	Sig.
Corrected Model	2595.019 ^a	4	648.755	111.694	.000
Intercept	896.535	1	896.535	154.354	.000
PRETEST	12.227	1	12.227	2.105	.150
GROUPS	253.622	1	253.622	43.665	.000
GENDER	329.026	1	329.026	56.648	.000
GROUPS * GENDER	26.628	1	26.628	4.584	.035
Error	516.939	89	5.808		
Total	93322.000	94			
Corrected Total	3111.957	93			

R Squared = .834 (Adjusted R Squared = .826); P < 0.05

The ANCOVA test output presented in Table 4 indicated the calculated F-value (4.58) computed at 0.05 level of significance. The result of the analysis shows that the calculated sig. (0.035) is less than tabulated sig. (0.05). Consequently, the hypothesis is rejected and the implication is that there is a significant difference between the achievement in genetics of male and female NCE Agricultural Education Students exposed to blended learning and those exposed to traditional instruction. This finding is in favour of male students with a mean score of 65.16, which is greater than the mean score (57.80) of their female counterparts. Hence, this shows that the male students achieved slightly better in genetics than their female counterparts both in blended learning and traditional instruction.

Discussion

There was a significant difference in the retention in genetics of NCE

Agricultural Education Students exposed to blended learning strategy and those exposed to traditional instruction. The finding agreed with Efe (2015) who revealed that there was significant difference in the retention ability of students exposed to discussion and lecture method. The overall results showed that discussion instructional strategy significantly improved students' performance in chemistry better than the lecture instructional strategy. The study concluded that discussion enhanced better achievement and productivity than the lecture method.

Finally, the study revealed that there was a significant difference in the retention in genetics of male and female NCE Agricultural Education Students exposed to blended learning strategy and those exposed to traditional instruction. The outcome was in favour of the male students. This is in support of the findings of

Awodun, Oni and Oyeniyi (2015) who revealed that there was a significant difference in the performance means scores of boys taught by male physics teacher than those taught by females, there was also significant difference in the performance mean scores of girls by male physics teacher than those taught by females. There was significant difference in the performance mean scores of students taught by male physics teacher than those taught by females.

CONCLUSION

The study concluded that blended learning strategy is an effective strategy for teaching genetics. This is because the findings of the study revealed that students taught genetics using it retained better than students exposed to traditional method of instruction. It also revealed that both male and female students benefitted from the two strategies, Though, it showed that the male students achieved slightly better in genetics than their female counterparts in the two teaching methods.

RECOMMENDATIONS

1. It is recommended that blended learning strategy be utilized by teachers and students to bring about effective teaching and learning of

genetics and other agricultural concepts.

2. Curriculum planners should sensitize schools on the use of innovative strategies in teaching, as it has proved to be effective in the teaching of genetics.

3. Educational institutions should prepare pre-service teachers on the utilization of various innovative strategies in their regular classroom instructional delivery.

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AVAILABILITY AND UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY RESOURCES AS DETERMINANTS OF STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN OYO STATE, NIGERIA

Abidoye James Alabi PhD

Department of Educational Technology
Adeyemi Federal University of Education, Ondo

Email: abidoyeja@gmail.com

ABSTRACT

This study examined availability and utilization of Information and Communication Technology (ICT) resources as determinants of academic achievement of secondary school students in Oyo State. Descriptive survey research design was adopted in the study. The sample comprised of 450 randomly selected students from six secondary schools in Oyo State. A self-developed questionnaire titled "Availability and Use of ICT Resources Questionnaire (AUICTRQ)" was used to collect data in the study. The findings showed that ICT resources are fairly available in secondary schools and that the use of ICT resources by secondary school students for academic work was very low. Further, there was a strong positive relationship between availability of ICT resources and students' academic performance in secondary schools in Oyo. Also, there was a strong relationship between utilization of ICT resources and students' academic achievement in secondary schools. The study concluded that despite low availability of ICT resources in secondary schools in Oyo State, students exhibited positive attitude towards their use in their studies. It was recommended that government and other stakeholders in education sector should place emphasis on adequate provision of ICT resources in all levels of education especially secondary school settings in order to enhance students' academic achievements.

Keywords: Availability, Determinant, Performance, ICT Resources, Utilization

INTRODUCTION

The rapid global advancement in Information and Communication Technology (ICT) has sparked a transformative revolution in education, and Nigeria is no exception. Globally, ICT has shattered traditional classroom boundaries, offering a wide array of

digital tools and resources. It has fostered personalized learning experiences through adaptive software and Learning Management Systems (LMS) that cater to individual students' needs (Means, 2009). Khan et al. (2015) defined ICT as technologies that provide access to

information through communication devices, which may include computers, scanners, printers and internet connection. Furthermore, ICT has brought about improved access to knowledge, effectively erasing geographical constraints. The internet and digital libraries have become powerful tools for research and learning. Students worldwide, including in Nigeria, have gained access to an abundance of information, enabling them to delve deeply into subjects and conduct research for assignments and projects (Onyene et al., 2019). Through ICT, Nigerian students have been able to engage in collaborative projects and communication, enhancing their digital literacy and teamwork (Udo & Aworh, 2018).

ICT has ushered in a transformation in the Nigerian secondary school education system, providing students with enhanced learning experiences. Students therefore have access to a wide array of resources, including interactive e-books, multimedia content, and educational software, all tailored to accommodate diverse learning styles. These tools not only make learning more engaging but also foster a deeper understanding of subjects. The adoption of ICTs in secondary schools has made it possible to modify teaching methods, improve teaching quality and reach a

new student audience interested in online training. They have made it possible, also, to develop innovations that affect students' skills and ways of learning. The advent of ICT has made teaching and learning of secondary school subjects simpler and easy for students. ICT has helped students in many ways such as collection of necessary information leading to effective studies. This has enabled many students to have high academic achievement in school. ICT has created a remarkable balance and effectiveness in the daily activities of students who are in the habits of using the computer and the internet to carry out faster storage and retrieval of information in the academic environment or school.

Availability of ICT resources in Nigerian secondary schools plays a crucial role in shaping students' academic achievement in school subjects. However, disparities exist in the availability of ICT infrastructure among schools, posing challenges to equitable access to quality education. Adeyinka and Agbaje (2017) describe availability of ICT resources as the presence and accessibility of ICT resources within educational institutions. Availability of Information and Communication Technology (ICT) resources in Nigerian secondary schools has emerged as a critical factor

influencing students' academic achievement. Adequate access to ICT infrastructure, including computers, internet connectivity, and educational software, is essential for creating an environment conducive to effective teaching and learning. However, the availability of such resources varies significantly across secondary schools in Nigeria, posing challenges to equitable access to quality education.

Several studies have highlighted the disparities in ICT resource availability among Nigerian secondary schools. For instance, Adeyinka & Agbaje (2017) conducted a study in Lagos State, Nigeria, and reported disparities in the availability of instructional materials for teaching English language across schools. They found that while some schools had sufficient ICT resources, others lacked basic infrastructure, hindering effective teaching and learning processes. Similarly, Olatokun & Adedeji (2018) conducted a study in Ondo State, Nigeria, and observed variations in the availability and utilization of ICT facilities for teaching and learning in secondary schools. The uneven distribution of ICT resources in Nigerian secondary schools can be attributed to various factors, including funding constraints, infrastructural limitations, and geographical

disparities. Adeyinka and Agbaje (2017) noted that budgetary constraints often limit the ability of schools to invest in ICT infrastructure, leading to disparities in resource availability.

The level of utilization of ICT resources depends on the availability of such resources. Different scholars define utilization in various ways for research purposes. According to Rogers (2018), utilization is the extent to which a system, service, or technology is effectively used or applied for achieving intended outcomes. Also, Davis et al. (2019) define utilization as the process of putting something to practical use or applying it for its intended purpose. One key aspect of utilization is the integration of ICT into lesson planning and delivery. Teachers utilize ICT resources such as interactive whiteboards, multimedia presentations, and educational software to create engaging and interactive lessons (Adebesin & Obasola, 2019). These resources allow for dynamic and visually stimulating presentations of language concepts, helping to capture students' attention and facilitate comprehension.

The availability and utilization of ICT resources play a crucial role in shaping students' academic

performance in secondary schools' subjects. Advances in science and technology necessitates that both teachers and students should adopt proper methods of teaching and learning that can improve students' academic performance in secondary schools. A direct relationship exists among the availability, use of ICT resources and academic performance. Despite the growing recognition of ICT's importance in education especially in teaching and learning process, literatures had revealed that most of these ICT resources are not readily available in most of the public secondary schools in Nigeria. It was also observed that schools where these ICT resources are available, they are not been used. significant research gaps persist, warranting further investigation. This study therefore investigates availability and utilization of ICT resources as determinants of student academic achievement in secondary schools in Oyo state, Nigeria.

Objectives of the Study

The following are the specific objectives of this study:

1. determine the availability of ICT resources in secondary schools in Oyo state.
2. investigate the level of ICT utilisation by secondary school students in Oyo state.
3. determine whether relationship exist between

ICT resources availability and academic performance of secondary school students.

4. investigate if relationship exist between ICT utilisation and academic performance of secondary school students.

Research Questions

1. What are the available ICT resources in secondary schools in Ondo State?
2. What is the students' level of utilization of ICT resources in secondary schools in Ondo State?

Research Hypotheses

H₀₁: There is no significant relationship between availability of ICT resources and student's academic performance in secondary schools in Oyo State.

H₀₂: There is no significant relationship between students' level of utilization of ICT resources and academic performance in secondary schools in Oyo State.

METHODOLOGY

Research Design

The study adopted descriptive survey research design.

Participants

The population comprised of all secondary school students in public secondary schools in Oyo State. The sample consisted of four hundred and fifty (450) secondary school students were randomly selected from six public secondary schools in Oyo

State. Oyo state was divided into three senatorial districts (Oyo North, Central and Oyo south). Two secondary schools were randomly selected from each of the senatorial districts. Seventy-five students were randomly selected from each of the sampled schools, making a total of 450 participants.

Instrumentation

A self-developed questionnaire titled Availability and Use of ICT resources Questionnaire (AUICTRQ) was used for data collection in the study. The instrument was divided into three sections A-C. Section A focuses on demographic information covering the participants’ senatorial district, school and location. Section B consisted of check list of available ICT resources in secondary schools. While section C consisted of 10 question items sought information on students’ level of use of ICT resources. 4-point Likert Scale response modes: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2) and Strongly Disagree (SD = 1) was used.

Validity and Reliability of Research Instrument

Face and content validation of the instrument was carried out by two experts in test measurement and evaluation from the Department of Educational Psychology and Counseling Emmanuel Alayande University of Education Oyo. To ensure that the instrument has the accuracy, appropriateness and completeness for the study, Cronbach Alpha reliability technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.87 and this was high enough to justify the use of the instrument.

Data Analysis

The researcher questions were answered with the use of mean and standard deviation scores. While Pearson product moment correlation was used for testing the research hypotheses. All research hypotheses were tested at 0.05 alpha levels.

RESULTS

Research Question 1: What are the available ICT resources in secondary schools in Ondo State?

Table 1: Availability of ICT Resources in Secondary Schools in Oyo State

Item	VHE	HE	LE	VLE	Mean	Std. D	Remark
Electronic book (e-book)	38	91	115	206	1.91	.99	Not Available

Computer desktops or laptop	161	141	90	58	2.90	1.03	Available
Personal Digital Assistant (PDA) or mobile phone	231	142	51	26	3.28	.88	Available
On-line ICT services such as LAN/WAN e.t.c.	56	109	114	171	2.11	1.05	Not Available
Multimedia Projector	58	98	148	146	2.15	1.01	Not Available
Interactive white board	47	95	119	189	2.00	1.02	Not Available
Photocopiers	172	113	103	62	2.87	1.07	Available
School/Science club blog spots	49	72	128	201	1.93	1.01	Not Available
Flash disk/CD-ROM/Hard drive	192	127	89	42	3.04	.99	Available
School website and e-mail addresses (World Wide Web),	36	55	145	214	1.80	.93	Not Available
School database	33	68	133	216	1.81	.94	Not Available
Internet services	51	119	92	188	2.07	1.06	Not Available

Key: **VHE** = Very High Extent, **HE** = High Extent, **LE** = Low Extent, **VLE** = Very Low Extent; Decision Value: **Low**=0.00-2.44, **High** = 2.45-4.00

Table 1 showed the available ICT resources in secondary schools in Oyo State. The table shows that the following ICT resources are *not available*: Electronic book (e-book)(\bar{x} = 1.91), On-line ICT services such as LAN/WAN e.t.c. (\bar{x} = 2.11), Multimedia Projector (\bar{x} = 2.15), Interactive white board (\bar{x} = 2.00), School/Science club blog spots (\bar{x}

=1.93), School website and e-mail addresses (World Wide Web) (\bar{x} = 1.80), School database (\bar{x} = 1.81), and Internet services (\bar{x} = 2.07). Also, the table shows that the ICT resources *available* are: computer desktops/laptops (\bar{x} = 2.90), Personal Digital Assistant (PDA) or mobile phone (\bar{x} = 3.28), Photocopiers (\bar{x} = 2.87) and Flash disk/CD-ROM/Hard drive (\bar{x} =

3.04). Based on the result from this table and mean score acceptance by the decision rule, the available ICT resources in secondary schools in Oyo State are: computer desktops/laptops, Personal Digital Assistant

(PDA) or mobile phone, Photocopiers and Flash disk/CD-ROM/Hard drive.
Research Question 2: What is the students' level of utilization of ICT resources in secondary schools in Oyo State?

Table 2: Students' Level of Utilization of ICT Resources in Secondary Schools in Oyo State

Item	SA	A	D	SD	Mean	Std. D
I regularly use ICT resources (computers, internet, software) for academic works and projects	37	94	143	176	1.98	.96
I actively seek out opportunities to incorporate ICT tools and software into my academic activities	207	82	108	53	2.98	1.08
I use ICT resources comfortably and independently to complete academic tasks	95	165	102	88	2.59	1.02
I explore different soft wares to enhance my technology skills and understanding	75	111	85	179	2.18	1.13
I make use of online resources (websites, digital libraries, etc.) to supplement my studies	40	148	86	176	2.11	1.03
I collaborate with peers using internet to discuss and work on school assignments	46	135	95	174	2.11	1.04
I use laptop to download materials for my academic works.	10	112	116	212	1.82	.88
I actively engage with multimedia contents (videos, podcasts, interactive simulations) as alternative to classroom discussions.	65	133	91	161	2.22	1.08
I take advantage of ICT resources available to me to seek feedback and guidance on my academic works.	202	150	60	38	3.14	.94

I make effective use of computer to achieve my academic goals.	33	114	69	234	1.88	1.02
Weighted Average						2.31

Key: **SD** = Strongly Disagree, **D** = Disagree, **A**= Agree, **SA**=Strongly Agree
 Decision Value: Low=0.00-2.44, High = 2.45-4.00

Table 3 showed that students’ level of utilization of ICT resources in secondary schools in Oyo State. The table shows that the students disagreed to the following items: regularly use ICT resources (computers, internet, software) for academic works ($\bar{x} = 1.98$), explore different ICT resources and tools to enhance their technology skills and understanding ($\bar{x} = 2.18$), make use of online resources (websites, digital libraries, etc.) to supplement their studies ($\bar{x} = 2.11$), collaborate with peers using ICT platforms to discuss and work on school assignments ($\bar{x} = 2.11$), I use laptop to download materials for my academic works. ($\bar{x} = 1.82$), actively engage with multimedia content (videos, podcasts, interactive simulations) as alternative to classroom discussions. ($\bar{x} = 2.22$), and make effective use of ICT resources to achieve my academic goals ($\bar{x} = 1.88$). Furthermore, the table also show that the students

agreed to the following: actively seek out opportunities to incorporate ICT tools and software into my learning activities ($\bar{x} = 2.98$), use ICT resources comfortably and independently to complete academic tasks ($\bar{x} = 3.25$), and take advantage of ICT resources available to me to seek feedback and guidance on my academic work ($\bar{x} = 2.84$). Meanwhile, based on the value of the weighted average (2.31 out of 4.00 maximum value obtainable) which falls, within the decision value for **low**, it can be inferred that the students’ level of use of ICT resources in secondary schools is very low.

Hypotheses Testing

Hypothesis One: There is no significant relationship between availability of ICT resources and student’s academic performance in secondary schools in Oyo State.

Table 3: Relationship between Availability of ICT Resources and Students’ Academic Achievement

Variable	Mean	SD	N	r-cal.	p-value	Remark
ICT Resources Availability	30.19	6.45	450		.000	Significant
Academic Achievement	43.86	16.86		.171		

Table 3 showed the relationship between availability of ICT resources and academic achievement of secondary school students. The table showed that there was a strong positive relationship between availability of ICT resources and student’s academic achievement of secondary schools in Oyo State which

was statistically significant (N = 450; r = .171; p<0.05). Hence, hypothesis 178 is not accepted.

Hypothesis Two: There is no significant relationship between students’ level of utilization of ICT resources and academic performance in secondary schools in Oyo State.

Table 4: Relationship between Utilization of ICT Resources and Students’ Academic Achievement

Variable	Mean	SD	N	r-cal.	p-value	Remark
Utilization of ICT Resources	23.05	3.38	450		.036	Significant
Academic Achievement	43.86	16.86		-.099		

Table 4 showed the relationship between students’ level of use of ICT resources and academic achievement in secondary schools. The table showed that there was a strong relationship between utilization of ICT resources and student’s academic achievement in secondary schools in

Oyo State which was statistically significant though the relationship revealed to be negative (N = 450; r = -.099; p<0.05). Hence, hypothesis 2 is not accepted.

Discussion

In research question one, the findings of study showed that the available

ICT resources in secondary schools in Oyo was very low. This was because majority of respondents responded that they only have computer desktops/ laptops, Photocopiers and Flash disk in their schools. Other sophisticated ICT tools were not available. This finding is in agreement with the findings of Abidoye & Oluwaronbi (2024) who observed poor availability of ICT tools affect effective use of infographics instructional strategy in secondary schools in Ogbomoso North in Oyo state.

Also, the findings revealed that the level of utilization of ICT resources by secondary students was very low. The reason for this could be traced to poor availability of ICT tools in most of the secondary schools. Majority of respondents claimed that they don't have a well-equipped ICT centre in their schools. This study is in line with the findings of Fidelis & Oyango (2021) who find out poor level of utilization of ICT resources student in secondary schools. The finding of the study also revealed that there was a strong positive relationship between availability of ICT resources and student's academic achievement of secondary schools. This finding is contrary to the findings of Ajayi (2018) who observed negative relationship between availability of

ICT resources and students' academic achievements.

In hypothesis two, the finding reveal that there is a strong relationship between utilization of ICT resources and student's academic achievement in secondary schools. This implies that the use of ICT resource has significant impact in secondary school students' academic achievement in Oyo State. This finding is against the findings of Akanni (2022) who reported that there was no significant impact of adolescents' utilization of ICT resources on their academic achievement in Mathematics within Education District IV of Lagos State.

CONCLUSION

The findings of this study shed light on the current relationship among availability, use of ICT resources academic performance of secondary school students in Oyo State. It is evident that while the availability of ICT resources remains low, students exhibit a positive attitude towards their use. However, the level of utilization of these resources is also low. Despite these challenges, the academic performance of students in most of the school subjects remains at an average level. Importantly, the study reveals significant relationships between the availability, use of ICT

resources and students' academic achievement.

RECOMMENDATIONS

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

1. Strategies should be devised to increase the utilization of existing ICT resources to improve student academic performance in secondary schools. This may include training teachers on effective integration of ICT into teaching practices, providing technical support and assistance, and encouraging collaborative learning activities that leverage ICT tools.
2. Regular assessments should be conducted to monitor the progress of ICT integration in secondary schools and to identify areas for improvement.

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NEED FOR QUALITY CLASSROOM TEACHERS AND FACILITATORS FOR SUSTAINABLE EDUCATION IN THE 21ST CENTURY

Alabi Christianah Oluwakemi

Emmanuel Alayande University of Education, Oyo, Oyo State, Nigeria

Email: christianah.kemi@yahoo.com

ABSTRACT

Effective teaching and learning have been the subject of much discussion among stakeholders in education in recent years. This is as a result of strong emphasis being placed on quality delivery in the 21st Century. In order to attain the 21st Century learning goals, educational system required quality classroom teachers and facilitators that produced in learner lifelong skills. To be an effective teacher required a combination of professional knowledge and skills, as quality teacher was the outcome of a combination of factors which included competence, education, training and support from professional institutions. This paper highlighted the important role of teachers in the 21st Century. The paper also explained the challenges of teacher education in Nigeria and listed strategies for producing quality teachers and facilitators for 21st Century education and sustainable development. It was recommended among other things that teachers should attend workshops and conferences regularly to enable them improve the learning outcomes of learners.

Keywords: Effective teaching, Quality, Teacher, Facilitator, 21st Century education

INTRODUCTION

Quality education has been the subject of much discussion among the stakeholders of education in recent years. Also the need for quality teachers in the profession has dominated educational seminars and conferences because learning in the 21st century requires a projection for high quality teachers who will be able to manage the modern classrooms effectively and be able to attain the critical goals of education for sustainable development.

The 21st century learning goals and the goal of education in general have shifted the focus of teaching and learning process into the need for training and development of certain traits that learners should exhibit. The traits according to Ayodele (2022) hang on the ability of the learners to solve problems, to be creative, ability to think critically, having skills in literacy, numeracy, digital skills, collaborative learning, social responsibility and acquisition of media literacy. Thus, the 21st century modern classroom needs teachers

with creative abilities, who are also trained to use innovative strategies and effective management skills. Jenna (2021) opined that it is has become imperative for teachers to improve their instructional skills, since students need to learn how to process and analyse large amount of information.

A very strong factor in the development of education for sustainable development and towards the realization of 21st century learning goals is the teacher. The teacher is the most important element in any educational programme. The paradigm shift in the teaching and learning process has changed the roles of the teachers and expands their pedagogical coverage. According to Olukunle (2021), sophisticated forms of teaching are needed to develop students' competencies such as complex problem-solving, critical thinking, effective communication and collaboration.

Quality Education for Sustainable Development

Education is a strategy for sustainable development in the 21st century targeting 2030. According to UNESCO (2017) education is a key instrument for achieving the sustainable development goals (SDGs). So, it follows that education should focus on fostering in students' habit of mind in constructing

knowledge, creativity, critical thinking and the rules and tools of inquiry

One of the goals of sustainable development (SD) agreed on by the world leaders at United Nations (UN) submit in 2015 is quality education (United Nations, 2015). Quality education from the learning goals of 21st century education focuses on skills such as critical thinking, creativity, collaboration, computer thinking and problem-solving. In the current system, quality education also embraces life-long learning and sustainable development. According to Spadero et al. (2017), one of the 17 sustainable development (SD) goals that are related to education is to ensure quality education for all and promote life-long learning.

Additionally, according to SDG (United Nations, 2015) by 2030, it is imperative that all learners acquire the knowledge and skills needed to promote the 4Cs (creativity, critical thinking, communication and collaboration) of 21st century learning. It is also imperative that teachers should become strategists that will bring about the attainment of educational goals of 21st century. Teachers are the ones with mandate to provide practical strategies for school activities, since from the SD goals, the daily purpose of class teaching

will consist of generating strategies that will turn students into representatives and the promoters of the actions tending towards sustainability in a school and family environment.

Teachers' Preparation Programme and Sustainable Education Goals

Teachers must be effective in the classroom so as to help learners attain learning outcomes that reflect the goals of 21st century sustainable education. In a related view, studies including Guff-Kfourri (2013), indicated that the higher the quality of teacher training programme the more effective teachers will be to project the learning goals of 21st century. This above indication is in support of Reimers and Warwick (1991) who suggested that the quality of a teacher is critically dependent of quality of his/her training and support after training. Thus, teacher preparation programme need to be adequately taken care of.

To be an effective teacher, pre-service teachers must be trained to develop important skills such as classroom management skills, teaching skills and assessment skills. Additionally, Sharma (2019) identified three important skills for holistic development of teachers, and they include: teaching skills, pedagogical theory and professional skills.

1. Teaching skills including providing training and practice in the techniques, approaches and strategies that would help the teachers to plan and impact instruction, provide appropriate reinforcement and conduct effective assessment. It also includes effective classroom management skills, preparation and use of instructional materials and communication skills. Some of the strategies that have been found to be useful in the classroom to enhance effective teaching include, problem based and problem-solving strategies, cooperative/collaborative strategies, inquiry-based strategies and others.
2. Pedagogical theory includes the philosophical, sociological and psychological consideration that would enable teachers to have sound basis for practicing the teaching skills in the classrooms.
3. Professional skills on the other hand include the techniques, strategies that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft

skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills.

Teacher preparation programme for sustainable development must also reflect the changing roles of 21st century classroom teachers which include teachers as facilitators and motivators. Topu (2018) listed features of a teacher in this era as the following:

A planner for 21st Century: A teacher needs to become a big planner to support student according to their psychology, because the feature of a student will depend on 4cs (critical thinking, communication skills, collaboration and creativity)

A resource provider: In the post-covid 19 digital age, the internet is full of supportive resources. When a teacher teaches the students from a collaborative perspective the students will learn more deeply, if they get the resources. It can be YouTube, digital content, video tutorial, e-books. If the students receive supportive materials on how to enrich critical thinking, communication skills. Collaboration and creativity, they can lead their own future. It will also ensure better learning environment.

A Digital Instructor/Learning Facilitator: Effective teachers will create the learning materials in the digital age. A digital teacher in the teaching profession helps other

colleagues to become the supporter of technology and show them how to find online resources, how to stay updated on their subject.

A Technology Lover for Learning: It is tough at this time to attract the students with use of technology. Teachers need to maintain the online community with students. Thus, if a teacher wants to build the nation, he/she must develop himself or herself first, especially align with 21st century sustainable education goals.

Challenges Facing Teacher Education Programme

Most of the challenges faced by prospective teachers in training are also the challenges facing the provision of quality education for sustainable development because teachers are the important agents for quality education. Education in the 21st century requires a teacher to be facilitator of student's learning in a manner that the learner is helped to construct his or her knowledge (Akyol, 2022). However, research has shown that the challenges facing teacher education programme has resulted into low quality teacher training. Prospective teachers also lack many pedagogical and professional skills as a result of low quality of training received in school (Olakunde, 2020).

According to Adeosun (2011) and Olakunde (2020), a significant number of Nigerian teachers are not equipped to deliver quality education for a number of reasons, chief among them being trained-related issues. The deficiencies found in the most classroom teachers' practices are related to poor pedagogical training as evidence in poor integration of professional skills, poor practical teaching methodology, lack of techno-pedagogical skills and lack of integration between theory and practice (Sharma, 2019). Sharma noted that the teacher education programme in recent years has failed to cultivate most professional and humane skills within the teacher. Such skills as self-management, effective communication, empathy, social sensitivity make a teacher to show evidence of professionalism.

Research studies including Fhaeizdhyall et al. (2018) suggested that the act of teaching has become more complex and that a highly skilled teacher must be able to construct a sophisticated pedagogical repertoire and adapt to learners' diverse needs. However, Popoola and Afurobi (2020) explained that teacher education delivery today is still conventional in nature and purposes, and that the integration of theory and practice for teachers in preparation still remains inadequate. Sharma

(2019) also mentioned problems relating to practical teaching which include lack of effective planning and supervision. It was also emphasised that quality education is facing challenges of technological world which include the infusion of technology into teaching and learning.

With the myriads of challenges facing teacher education in Nigeria, especially the chief factor related to pedagogical training, the Federal Ministry of Education (FME) enacted a National Teacher Education Policy (NTEP) in 2009 as a measure aimed at guiding any form of initiatives for addressing teacher education concern in any part of the country (FME, 2009). NTEP states that the vision of teacher education in Nigeria to produce quality, highly skilled, knowledgeable and creative teachers based on explicit performance standard through pre-service and in-service programmes. This vision is in line with global sustainable development vision, and efforts should be continuously geared towards the realization of the NTEP policy.

Strategies for Producing Quality Classroom Teachers

Effort towards producing quality classroom teachers for sustainable development in Nigeria is not in the hands of teacher training institutions

alone. Government at all levels also have different roles to play in the approaches needed for producing quality classroom teacher. Education for sustainable development needs a holistic approach. One of the indicators of quality education is proper funding. The government should put in place proper mechanism for funding of the teacher training institutions. There is also the need to equip the institutions with technological devices for digital learning and for an enhanced training.

Importantly, the review of literature has shown that a quality teacher was the outcome of a combination of factors including education and training, competencies, supervision and support from professional institutions (Akyol, 2022). The teacher educators are one of the most important agents on which quality education hangs in our teacher preparation schools. For educational sector to continue producing quality classroom teachers, the sector must take cognisance of providing adequate and robust teacher education for pre-service teachers. Teacher educators must be familiar with the 21st century skills and method of teaching with which to equip the trainees for better performance and quality.

One of the strategies is to make teacher training a robust programme.

Teacher train graduates should be made to undergo rigorous training in context knowledge, pedagogy of teaching and integrating technology in teaching and learning (Malik, 2018). Teacher training colleges must adopt a dynamic view of providing necessary tools, to prospective graduate through training and re-training programmes and by arranging conferences for pre-service teachers (Malik, 2018). Osanwonyi (2016) informed that however good an existing pre-service teacher education programmes are, they are by their own nature, cannot adequately equip intending teachers with all they need for a life time work in the classroom.

Popoola and Afurobi (2020) emphasised that if the teacher educators, teachers in preparation and the educational institutions are to meet the changing demands of the internet age, there is a need for training and retraining programmes. The writers noted that the revolution in teaching that encompasses creative teaching and the use of ICT necessitated transformational pedagogy. Thus, there is a need for adequate continuous professional training to support teachers. Also, teachers should be well motivated to work in a conducive school environment because one of the key factors contributing to quality

education is a good working environment while a conducive environment helped teachers to dedicate themselves to work, they should also continue to develop themselves periodically through education and training.

CONCLUSION

Classroom teachers play a significant role to determine the success of achieving quality education for sustainable development. Teachers are the strategist that will bring about the attainment of sustainable development goals and the quality education. Although, there are challenges in teacher education in Nigeria, but this should not deter Nigerians from qualitative teacher education in the teacher preparatory institutions. Concerted efforts are needed for all the stakeholders in producing quality classroom teachers and facilitators for sustainable education in the 21st century.

RECOMMENDATIONS

Government at all levels should rise to their responsibilities towards adequate funding of teacher preparatory institutions for better performance.

1. There is a need for retooling of teacher education programmes. Teacher training should not be haphazard.

Teacher educators must ensure committed to the programmes to meet the global standard in terms of content delivery, well designed methodology and adequate supervision of practical teaching.

2. There should be provision for classroom teachers to attend seminars, conferences and workshops regularly to familiarise them with strategies which are new in teaching and with the use of Information and Communication Technology (ICT) applications for today's world.

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EMERGING ISSUES IN NIGERIA'S EDUCATIONAL POLICY AND PROGRAMME HINDERING EFFECTIVE CITIZENSHIP DEVELOPMENT IN PERSPECTIVES

Barrister Samuel Olayinka Idowu PhD

Department of Sociological Studies Education
Lagos State University of Education

Email: idowuso@lasued.edu.ng, idnoblelaw@yahoo.com

ABSTRACT

This paper discussed emerging issues in Nigeria's educational policy hindering citizenship (socio-civic) goals attainment; as global reality showed education is an excellent tool to attain national goal of effective citizenship development. Pre - independent education entailed the informal and formal structure which were informal traditional/ indigenous and Islamic education and formal Western (European) education. However, the Western colonial education trained Nigerian out of their environment purposely to serve their interests. This accounted for post independent search for Nigerian based educational system and policy with citizenship goals that develop effective citizenship in Nigerian learners. This search which started in 1960 led to participation in the Mombasa conference of 1968 in Kenya to the 1969 landmark education conference resulting in emergency of 6-5-4; 6-3-3-4 and extant 9-3-4 from 1977 to 1999. Though these policy efforts were aimed at improving Nigeria's education standard and quality; regrettably, these policies were hindered by diverse emerging issues which have created lacuna between policy goals and attainment of effective citizenship development. Efforts to explore the barriers against attaining these goals obliged reviewing literature on theorizing on education, policy in relation to education and socio-civic studies. It offered narratives on Nigeria's education policy advent from informal to formal education encompassing traditional/indigenous, Islamic and Christian missionary education structures. This paper underlies post independent efforts to evolve a national education system and policy starting with the 1969 conference, and other workshops, seminars on curricula and other policy parameters. It identified and discusses emerging issues creating lacuna between policy goals and effective citizenship attainment. These were problems of over politicization of education; stakeholders non-involvement in policy design and implementation failure and lapses

Keywords: Education, Policy, Programme, Nigeria's Educational Policy, Effective Citizenship Development

INTRODUCTION

In the informal and formal societal context, education is basic to man's development; justifying its global acceptability and recognition as a natural right ensuing various

countries' obligations to ensure unrestricted access. Historically, 1955 western regional government introduction of free education shows Nigeria is not exempted from this

obligation as it a basis to reduce poverty of the mind (illiteracy/ignorance) as well prioritize effective citizenship development. However, education diverse roles make it difficult for citizenship (socio-civic) scholars to offer consensual explanation. However, from a socio-civic initiative, it is to nurture, prepare, equip and empower learners to perform citizenship roles to become relevant members of society. The overarching goal of behavioural transformation makes education a tool to instil requisite intellectual and participatory skills, attitude and knowledge beneficial and relevant to the society. Thus, every society evolves education as socializing enterprise to mediate internalization of relevant socio-civic knowledge, skills, attitude, values, and skills to conform to societal obligations. In the modern era, these ideas, beliefs and attitude are instituted in form of a country's entrenched philosophy and national goals in an official document's plan of action called educational policy and programme process to guide an education system.

Thus, education's socio-civic mission evolves in form of a formal blue print (plan) of action called a policy/programme enacted via legislation in Nigeria, it guides an education system by outlining decisions to mediate

holistic direction of curriculum implementation, among other decision in our education system. It is government-initiated action plans to offer direction to the educational system and so reflects extant synergy between national philosophy/goals and effective citizenship development. Thus socio-civic policy is a dynamic issue/activity/value-based action plan of identifying citizenship issues to evolve changes in the polity. Moreover, the paper claimed that education import to man's societal existence started from informal traditional/indigenous and Islamic as well as the formal education of the Christian missionaries later submerged by the colonial government and accounted for the history of Nigeria's public education development from the informal to colonial and to present. In other word, Nigeria's educational system, currently in operation combines informal (traditional/indigenous & Islamic) and formal (Western/Christian) education structures.

However, pre independent colonial education in Nigeria lacked ideological citizenship insight to guide national goals and the need to develop a national Education Policy for effective citizenship development. This led to agitations for curriculum change founded on Nigerian

citizenship values and aspirations of the newly-independent Nigeria to integrate the diverse multi-ethnic and lingua groups. Certainly, the founding fathers' indigenous education policy advocacy was *sine qua non* to evolve effective citizenship development in Nigeria and other newly independent African states; obliging the 1968 Mombasa Conference in Kenya.

Effective citizenship development is an Ideological concept to mediate knowledgeable and rational decisions for the benefit of the diverse ethnic nationalities via socio-civic education in was the main consensus of the Mombasa conference. Pursuant to this, various post-independent conferences and workshops were organized; in Nigeria from 1960 to 1999; and of import was the 1969 National Curriculum Conference and others which evolved 6-5-4; 6-3-3-4 and 9-3-4 across the three tiers. These were domestic education policies initiated to mediate socio-civic skills, knowledge, values and attitudes internalization to engage in citizenship nation-building obligations (Idowu, 2017).

Nigeria's support for UNESCO's 'Education for All' (EFA) goals by 2015, was integral to initiating the Universal Basic Education (UBE) scheme under a new (9-3-4) education policy. By this effective

citizenship was a developmental concept which sequenced knowledge based on gradual progression. However, there were conflicts in these educational policies which adversely made the development of effective citizenship unrealizable. The 1999 return to democracy led to UBE education policy returning Civic education which shows government conviction on using the school system to attain national citizenship/socio-civic goals. However, extant realities show that Nigerian education is in crisis due to education over politicization, non-involvement of stakeholders and policy/programme implementation problems (Idowu, 2017; Kutu, 2013).

On the whole, this paper's goal is reviewing current literature as addition to the thesis of Idowu, 2017 and in doing this, the paper conceptualize education as a vague concept and argues that it is due to its diverse roles and that's why socio-civic scholars lack consensus on education conceptualization; yet the paper offers few meanings of the concept. It offers diverse conceptualization of policy in relation to education and socio-civic/citizenship and argued that Nigeria's educational system as currently operated started from informal (traditional/ indigenous & Islamic) and formal

(Western/Christian) education structure. Also, it traces Nigeria's post-independent efforts to develop indigenous educational policy from 1960 to 1982 and subsequent reforms leading to civic education curriculum re-emergence to develop effective citizenship. Finally, the paper identified and discusses over politicization; stakeholders' non-involvement and implementation as extant problem realities that shows that Nigerian education policy/programme practiced in our education system is in crisis.

Conceptualizing Education

Education is basic to man's development and that's why it is a natural right in the informal and formal context of the society. The import of its established nexus as a development index has further projected its global acceptability and recognition leading to various states' commitments to ensure unrestricted access to education. Nigeria is not an exception to education commitment based on the conviction of obliterating poverty of the mind (illiteracy/ignorance) as well accelerate effective citizenship development. Thus, it is undeniable that education is sine qua non to man's relevance in the society as such education prioritization is seen as a major investment Nigeria needs to

initiate for effective citizenship development (UNDP, 2016).

Education as a concept is rather vague making it difficult to explain due to its diverse roles in refining the learners and society to become relevant. Etymologically, 'education' emanate from latin words "educere" - to model/practice" and "educare"- 'to evolve". Thus, education evolves inherent skills in a learner to act as model for practice to become relevant in the society. For citizenship scholars, education is a socio-civic initiative, aimed at engaging relevant norms, aspirations and practices translated into knowledge and skill content and methods derived, defined and decided by the society. It is so designed to nurture, prepare, equip and empower learners to perform certain roles to become relevant members of the society. Certainly, every society that desires behavioural transformation creates an education system as a tool to instil apt skills, attitude and knowledge relevant to the society via interactive and participatory teaching. So, educational system is a socio-civic enterprise created to mediate relevant socio-civic skills, knowledge, attitude, values, and skills internalization by societal members to conform to the societal obligations. Ideas, beliefs and attitude internalization needs using standard

methodology involving formal or informal set up fixed in the educational philosophy to attain state's national goals enacted as education plan of action called educational policy/programme. Education becomes a distinct method of the society to initiates young learners into adult membership; extant education system is based on policy guide as initiation process (Pauley & Buseri, 2019; Okoorosaye-Orubite, 2019; Idowu, 2017; Vikoo, 2016).

Education Policy and Programme Conceptualized

States worldwide have diversified socio-civic missions of education to, almost; all sectors which are based on policy and programme legislation. The ensuing diverse concern/interests to explore impacts of policy and programme goals/objectives on classroom implementation revealed diverse insights on education policy and programme conceptualization in our changing polity. In the context of a state, the education system is guided by a formal blue print as plan of action called policy and programme which defines activities on which decisions are taken as well mediate holistic action direction on curriculum implementation, among others in an education system. These policies are initiated creative and ingenious ideas translated into action

plans to offer guide and direction to the educational system. Thus, it reflects extant synergy between national philosophy/goals and the educational system roles; by this it prevents deviation from intended action plan. So, consistency of action is assured since the educational system is regulated based on accepted standard values. Flexibility and adjustment in a designed policy ensures continuous review of desired goals when the need arise; also, programmed, communicative, monitored and evaluated. Educational policy is the standard blue print of action plan directed to inject quality implementation; policy has its objectives meant to satisfy societal needs; but, not without the degree of intricacy of socializing (educating/training) the personnel to meet societal obligations (Cooper et al, 2008; Plank et al, 2009).

Socio-civic policy is a dynamic issue/activity/value-based government blue print or action plan to resolve identified citizenship issues; evolve, articulate and actualize changes in the polity. This depicts government's concrete plan of actions to change extant citizenship issues via Nigeria's Universal Basic Education Reform. A programme is the implemented socio-civic missions to reify specific policy goals and it entails construing policy goals and

mandates into practice resulting in solving citizenship problems. Explicitly, it is about civic curriculum classroom implementation to address citizenship problems (Bolaji, 2014; Ejere, 2011; Lennon, 2009; Henry, 2006; Horn & Meter, 1975). Socio-civic educational programmes are initiated based on diverse ideological beliefs and goals initiated by individuals, political group or state. These arises via a sequential/gradual process of designing civic education curriculum programme due to identified socio-civic/citizenship issues after years of military dictatorship. The goal of effective citizenship development is integral part of reforms captured in the National Policy on Education, Universal Basic Education scheme and Civic Education Curriculum.

Nigeria's Education System Emergence

Education as a vital sector of man's societal existence started from an informal structural setting and that accounted for the history of Nigeria's education being divided into two structures which involves the informal indigenous/traditional education setting, prior to Europeans emergence and the formal setting marking public education development from the colonial period to present. So, Nigeria's educational system as currently operated entails

informal (traditional/ indigenous & Islamic) and formal (Western/Christian) education structure discussed below.

Informal Education: Traditional/Indigenous Education

The informal education is the traditional/indigenous education practiced prior to western (Christian) education in Nigeria. It is a flexible informal educational system lacking documentation of literacy, values, attitudes, and skills acquisition deficit of conventional syllabus and scheme of work devoid of the usual school system. Ethnic nationality groups in Nigeria had been practicing this form prior to Islamic and western education emergence. It had seven (7) core goals which emphasize socio-civic obligation, job training, political engagement, religious and moral values which were indices of effective citizenship development. Also, it stresses constructive, pragmatic and functional teaching in which the curriculum was founded on immediate societal necessities. Learners were equipped and inducted for effective citizenship participation after ensuring character development with evidence of respect for elders, developing sense of belonging as empowerment for active community engagement and show obedience to those in authority. Also, it fosters morals, manners, conformity to

authority and respect for the customs, conventions, and rule of law; loyalty and patriotism to group beliefs, values and practices. Its informal nature showed that parents, siblings and the whole community were involved in imparting curriculum content to learners from birth to old age (Idowu, 2017; Sofadekan, 2013; Fafunwa, 1991; Taiwo, 1980; Fafunwa, 1974).

This educational structure was a well-organized teaching and learning based on unwritten educational curriculum centred on ecological sustainability, social obligation as empowerment for valuable, creative contribution to address the need of the society. To attain this, learners were taught about their sociocultural activities; survival (work) skills (Eneh, 2015; Toscana Academy, 2012). Moreover, it stresses skills discovery among community learners as well engage in apprenticeship by which family trade/ business learnt is inherited. Such apprenticeship includes learning (vocational) skills and values; custom, morals, ethics and norms of the trade/business and community. Occupations learnt covers farming (fishing, cattle rearing), trading (palm wine), craftwork, traditional medicine, and black-smith, among other. Also, male learners engaged in civic and recreational training activities such as

archery, tree climbing, and wrestling. Mostly, questioning and storytelling were among the methods adopted to impart Intellectual lifelong skills. Learners sit gently at the gathering to listen politely to learn from life experiences involving certain societal norms. In line with the extant Constructivist and pragmatic learning apprenticeship training entails initial observation followed by construction and then put into practice. Learning requires master to give learners opportunity to construct and practice; this makes failure minimal as encouragements and incentives are given at every attempt. Traditional/indigenous education engage teaching and learning pattern that makes learners to be fit, and proper person, individuals should be profitably relevant to the community via acquiring learning skills to practice trade and be self-reliant and sustaining, adjusting to expected roles as a way to contribute and become relevant in the development of the society. A unique trait of this education entails knowledge transfer to future generation to ensure continuation of the society (Tete & Matthew, 2020; Eneh, 2015; Mezieobi, 2015; Mkpa, 2014; Toscana Academy, 2012).

However, there are views that traditional/indigenous education lacks documentation of curriculum

content, method, reading and writing like the formal (western) education to convey to coming generation of learners. Writing deficit makes learners reliant on recall ability, retention and subsequent knowledge transmission to coming generations difficult. More so, that human recall ability may fail; knowledge custodian may die with valuable and expedient information. Still, indigenous education is acknowledged as possessing forms of knowledge transfer. Also, it is argued that unlike Western education with recognizable institutions and processes; but traditional education was practical and constructive as it teaches learners to conform to socio-civic norms and behaviors evolved and practiced every day in the community. This shows indigenous education as being quite constructive, appropriate and relevant to satisfy societal. Such needs were more vocational and so teaching and learning was for transferring vocational lifelong skills in areas of farming and needed tools development.

Islamic Education

Another informal indigenous education was Islamic education which entails transmitting religious tenets in line with Quran injunctions, Hadith and Islamic scholars' writings through classroom teaching and learning process. The curriculum goal

was to use the school indoctrination to imbibe/internalize knowledge, dispositions and skills to engage in adult Muslim life empowering learners to confess Islam as their religion and way of life. The curriculum (content) standard was to develop scholarly feats via quality teaching and learning of the Qur'an using Arabic recitation and memorization of chapters. Islamic schooling has three phases involving elementary, intermediate and advanced stages as guide for learners to develop basic Islamic knowledge and beliefs. The next stage was the Ilm School where young learners recite and construe the Qur'an and its notes in line with their intelligence level. Learners engaged in secular subjects involving Arabic grammar, literature, and poetry, Islamic law, the Hadith and Tafsir. The final stage is studying along a professional area in astrology, mysticism, law, theology and medicine (Idowu, 2017; Sofadekan, 2013).

Islamic education which was dominant in the Northern part because forbids western education as Islamic religion leaders were avoiding missionaries' interference with Islam. Islamic school system focusing mainly on Islamic education was established. Ab initio, Christian education was rejected in the North due to perceived nexus between

Christian missionary/ western educational policy and also, that it was an offshoot of Christianity. This religious coloring made it intricate to enter areas with strong Islamic sway, which form the basis for education imbalance experienced in the country (Idowu, 2017; Sofadekan, 2013; Toscanyacademy, 2012; FGN, 2005).

Formal Education: Pre-independent (Colonial) Education

In this paper, formal education refers to pre-independent education which combines Christian (missionary) and Western (colonial) education used interchangeably by scholars. However, /missionary education came from Western Europe to Africa nay Nigeria as motivational driving tool and efforts to convert the natives to Christianity. Western education is the roles of Western Europe colonial governments in general education administration in colonial territories which inter alia, entails creating conducive milieu, policies design on curriculum, supervision, funding. Ab initio, Western European education came to Nigeria through Christian/missionary drive to aid conversion; this educational effort started in Badagry, around 1842/43 by Mr. and Mrs. William De Graft as well as Rev. Thomas Birch Freeman of the Wesleyan Methodist Church. Education introduced in the early period was highly fused with

Christian evangelism mainly aimed at mediating transformation to Christian faith via teaching fervently subjects like Moral instruction rooted in Biblical explanations in the effort to make learners live exemplary life. In view of education import to spreading Christianity, missionaries set up (operated) education centres with the goal to equip converts with skills in Bible reading in English and native languages to become catechist, and clergyman; train local schools masters; develop gardening and agriculture skills. The missionaries attacked the native customs and traditions via persistent mockery and forbidding indigenous languages in mission schools. Natives' names were barred in schools, rather new Christian (identity) names were given and the native learner rejection led to severe sanction (expulsion) from school. The missionary education was more prevalent in Southern part due to its link to Christianity and the Northern part dominated by Islamic/Muslim which forbids western education (Okorafor, 2016; Mkpa, 2015; Khapoya, 2012; Toscanyacademy, 2012).

British colonial education involvement was via 1882 Education (Ordinance) legislation as a policy evolved to ensure that government concerns (interest) as against the concern to educate the natives to

ensure their interest were taken care in the colony irrespective of the missionaries' interest. In 1887 British government created the first education department to start setting curricula standards and funding in form of grants to mission schools (Idowu, 2017).

The British government found only Grammar Schools having curriculum deficit of any practical content vital for effective citizenship development and the natives socio-civic needs thus educating young Nigerians out of their environment. Also the colonial education policy initiated in the territory was in contrast to standard and quality of education implemented since educational goals differed from that operating in Britain. This set back led to Nigeria's first university in 1948, 34 years after Southern and Northern protectorates amalgamation into one Nigeria and 89 years after opening Church Missionary Society (CMS) Grammar School, Lagos as the first Nigerian secondary grammar school. By the time (1914) North and South became a colony, there were fifty-nine government and ninety-one mission primary schools in the south and eleven secondary schools, except for King's College Lagos, were run by the missions (Idowu, 2017; Sofadekan, 2013; Falola & Heaton, 2008; Kuye and Garba, 2009).

However, colonial government prevented missionaries from starting schools in the Muslim dominated Northern region not to obstruct the religious-political structure on which the colonial administration operated. This decision created educational imbalance that is still evident among the three regions in today's Nigeria. This imbalance was part of the issues leading to post (1960) political independent criticisms of colonial educational structure by Nigerian educationists, nationalists and Nigerian project stakeholders agreeing with late Professor Babs Fafunwa assertion that: "*the current educational structure rather than initiating positive values in Nigeria however, tends to isolate him from the socio-cultural and political milieu...the system educates the learners out of his milieu*" (Fafunwa, 1974, pg. 194). Above criticisms of colonial education for Nigerians to serve the British government interests instigated agitations for post independent Nigerian based educational policy discussed below (Idowu, 2017; Aluede, 2006).

Nigeria's Post-Independent (indigenous) Educational Developments

As discussed above, colonial education design shows pre independent Nigeria lacked insight on the need for ideological citizenship to

guide national goals and the development of National Education Policy built on effective citizenship development. Thus the agitations for curriculum change based on Nigerian citizenship values to mediate the hopes of the newly-independent multinational Nigeria needing integration of diverse multi-ethnic groups in line with the (then) extant standards. The founding fathers were convinced Nigerian based education policy was the *ine qua non* to evolve national ideological citizenship goals (Fafunwa, 2004; Woolman, 2001).

Also, other newly independent African states lacked educational direction as Nigeria resulting in the social studies Mombasa Conference of 1968 in Kenya which Nigeria participated. The conference agreed on the import of effective citizenship development and indigenising this concept to suit each state's nation building context via socio-civic (education) studies. Socio-civic subject was to mediate skills, values, attitudes and knowledge development on issues such as democracy, human rights, governance, multiculturalism, drug/child/women abuse and trafficking, social injustice, environmental and population issues which exemplified effective global citizenship development.

In Nigeria Ideological thinking underpinning effective citizenship development via socio-civic education was in line with the articulated views that the subject can mediate learners' ability to make knowledgeable and rational decisions for the benefit of the community as citizens of diverse ethnic nationalities. Nigeria's bid to follow up with the Mombasa conference led to various conferences, workshops organised from 1969 to 1973. These were National Curriculum Conference, National Primary Education Curriculum workshop, 1971, Teacher Education Curriculum workshop 1972, Secondary Education Curriculum workshop and seminar on National Policy on Education, 1973. The 1969 National Curriculum Conference recognized the need to initiate Nigerian based education curriculum as against colonial legacy. Hence, a novel national education ideology to help learners internalize effective citizenship skills, knowledge, values and attitudes to engage in nation-building tasks (Idowu, 2017; Ogunyemi, 2011; NCSS, 1992; Muyanda-Mutebi, 1994). The conference point of emphasis was in the keynote address of the (then) Chief Federal Education Adviser, Dr. S. J. Cookey, on the effective citizenship development imperative stating that:

I agree with those who say that citizens are made, not born, and the belief that citizenship can be taught. If citizenship insight and practice among Nigerians is a true measure of the Nigerian educational system, then our system has failed woefully... We have not yet begun to think of Nigeria as one and of each of us as intrinsically part of Nigerian society. This has been the tragedy of our past, and now is the prospect to remedy the past defects (Cookey, 1972: xxxi).

Regrettably, nation-building in Nigeria nay other African countries is falsely based on the view that schools are communitarian agent to internalize and initiate patriotic, loyal and naive instead of mediating critical citizenship with autonomy to question loyalty and patriotism to the state. The 1973 seminar articulated proposals agreed in prior conferences, seminars and workshops known as Nigeria's official National policy on Education. In 1976, the military regime introduced six years of free and compulsory Universal Primary Education (UPE) similar to 1955 initiated Western region free education by late Premier Obafemi Awolowo. However, UPE was consistent with Nigerian child's rights to functional education and knowledge at stated in Article 28 of the United Nations Convention on

Rights of the Child. From 1960 to 1982, Nigeria operated 6 years of primary education, 5 years of secondary and 4 years of higher education (6-5-4) across the three tiers. Pursuant to 1969 Curriculum Conference was the first post-independent education policy of 6 years of primary education, 3years of Junior Secondary School (JSS), 3 years of Senior Secondary School (SSS) and 4 years of higher education (6-3-3-4). However, the Implementation did not commence until 1982 because of operational issues (Idowu, 2017; Uwaifo & Uddin, 2009; Ajibola, 2008; Omotayo, Ihebereme, &Maduewesi, 2008; Illo & Bolaji, 2007; Osokoya, 2010; NPE, 1981, 1998; UNCRC, 1990).

In showing its support for UNESCO's 'Education for All' (EFA) goals by 2015, the democratic government at the federal level initiated the Universal Basic Education (UBE) scheme with a new (9-3-4) educational policy in September, 1999. This ousted both the 1976 UPE and 1982 6-3-3-4 system (Nwagwu, 2002; Obioma, 2005; Obioma & Ajagun, 2006b; Omokhodion, 2008). This initiative involves 9 years which integrated primary and junior secondary into continuous schooling called lower basic (primaries 1-3), middle basic (primaries 4-6) and

upper basic (junior secondary) free and mandatory for Nigerian child. This makes effective citizenship a developmental concept which sequence knowledge based on learners' level and ability to develop knowledge from known to unknown, simple to complex, narrow to broader gradually. The civic content acquaints them with more complex aspects of effective citizenship as they transit from lower to middle and upper basic and senior secondary levels (Idowu, 2017; Kutu, 2010).

Evidently, there were inconsistencies in educational policy formulation and this became an issue making the development of effective citizenship unrealisable. Post-independent education policy evolving the return of civic education shows that extant educational practices oppose the visualized policy goals stated above. In addition, using the school system to attain national goals refutes extant realities and global best practices which perhaps, show that the standard is high but implementation quality is low making Nigerian education to be in crisis (Idowu, 2017; Bolaji, 2014, 2011; Ajibola, 2008; Moja, 2000) due to issues of over politicising education, non-involvement of stakeholders and policy/programme implementation discussed below.

Problems of Education Policies in Nigeria

Over-Politicisation of Education

Globally, politics covers every sector of a country inclusive of the education sector thus nation-building realization using education is in most cases politically enthused. In Nigeria, perhaps, curriculum design and implementation are educational actions influenced by political processes and so, outright rejection of (rather than revising) colonial education, though based on nationalistic thoughts by Nigerian founding fathers in the 1950s and 1960s was really more of education politicisation). Education politicisation in the 1980s and 1990s, resulted in initiating frequent short time programme reforms among which were proposed equal educational opportunities for the gifted, women and nomadic/fishermen education. Also, political parties manipulated education via slogans and manifestos like 'free education at all levels'; 'qualitative education' among programmes to obtain votes from susceptible electorate (Bolaji, 2014; Ogunyemi, 1998, 2010, 2011; Woolman, 2001; Ivowi, 1984; Awokoya, 1981).

Unfortunately, politics was the overwhelming issue which led to the

disarticulation of citizenship content in Social Studies education aimed at effective citizenship development. Individual and sectional political interests override national concerns in purportedly perceived Social studies programme inconsistencies thus altering adversely the Nigerian Social studies education fortunes. Thus it could be inferred that the Nigerian Civic education curriculum process aimed at effective citizenship development in young learners was indeed a conspiracy influenced by parochial policy makers in connivance with the political officeholders making curriculum politics inevitable in education and attempts to make education apolitical was seen as naive (Ogunyemi, 2011, 2010; Ho & Alviar-Martin, 2010; Kahne & Middaugh, 2008; Westheimer & Kahne, 2004; Adedipe, 1985).

Stakeholders' Non-Involvement in Curriculum Reforms

Another issue involves non-participation of stakeholders in the designing and formulating Civic curriculum programme. Civic curriculum development was a gradual progression process of components like content, materials and methods aimed at mediating intellectual and participatory skills impact via the school system

(Oloruntegbe & Daramola, 2007; Orukotan, 2006; Oloruntegbe, 2003).

Literature proves that developing civic education curriculum programme should of necessity include education stakeholders' inputs, processes and outputs. Deplorably, the common leaning is stakeholders (teachers, students and parents) non-involvement in the Civic curriculum design process or seeking their views via direct or indirect participation. A study avowed that 85% of teachers confirm non-involvement in designing their subject curriculum. An exception to this trend was stakeholders' involvement in civic curriculum design were in Australia and South Africa. Yet, not partaking in civic curriculum design could be the reason for teachers' classroom implementation casual outlook. This isolation is utter neglect for locally driven collaborative Civic curriculum design which gives such reforms wide national approval. So, teachers, as implementers, lacks obligation towards implementing such programme resulting in poor application and low performance as the outcome (Idowu 2017; Edho, 2009; Omokhodion, 2008; Ajayi, 2007; Okebukola, 2004; Ivowi, 2004; Carl, 2002; Obayan, 2000;).

Also, teachers were barely involved in any training for the new Civic

curriculum insight despite being major curriculum reforms implementers. Nigerian government has been deficient on sensitizing the citizens about various curricula programmes. Citizens are hardly aware of policies initiated for their development. However, denying stakeholders active engagement in curricula planning and design is a step to implementation failure discussed below. (Oloruntegbe, 2011; Schnidt & Pramwat, 2006; Eminue, 2005)

Curriculum Implementation Failure

The education sector experiences policy reforms like the wind vane by every successive government due to implementation process deficit. Despite the global recognition of Nigerian bureaucrats as experts in policy planning and design, translating such policies to action is impeded by implementation lapses. The education policies performance deficit in UPE (1876), 6-3-3-4 (1982), among others, in attaining targets were due to the implementation process involving funding deficit resulting in deficient instructional material, qualified teachers shortage, irregular teacher training and classroom implementation lacking active pedagogical practices. Extant evidence shows that implementation issues which led to discarding 1976

UPE are being experienced in the UBE policy. The Education for All (EFA) Regional overview stated the state of affairs in sub-Saharan countries, with Nigeria as one of the countries in stern risk of inability to attain Universal Basic Education goals. Based on the Education for all Development Index (EDI) of less than 0.8, Nigeria is one of the 16 states in sub-Saharan Africa unlikely to attain EFA goals. Also, in the Global Competitiveness report (2009-2010), the level of primary education in Nigeria was ranked 132 out of 133 countries surveyed (Ejere, 2011). Evidently, lapses in the process of implementing education policies and programmes caused poor performance and the inability to attain specific goals in Nigeria (Bolaji, 2014; Ejere, 2011; Ajibola, 2008; Moja, 2000; EFA, 2000).

Conversely, a unique trait of the UBE scheme is using the school civic curriculum to develop citizenship knowledge, dispositions and skills to attain national goals (NERCD, 2007; Mukhongo, 2010; Okeahialam, 2013). Government belief in engaging the school confirms Etzion's claim of the school as communitarian agent to implement civic curriculum in the classroom to develop effective (socio-civic) citizenship in learners (Idowu, 2017).

CONCLUSION

Unarguably, education is the basis for citizenship (socio-civic) development with main goal of evolving behavioural transformation makes education a tool to instil requisite intellectual and participatory skills, attitude and knowledge beneficial to make an individual relevant to the society. So, education is a socio-civic enterprise to imbibe relevant socio-civic knowledge, skills, attitude, values, and skills to conform to societal obligations. However, Nigeria's educational system has a long history dated back to the informal traditional/ indigenous structural setting which had its philosophy and goals but was submerged by the formal western European (missionary) education which lacked indigenization thrust; educated learners out of their environment and was main meant to serve the colonial government. Nigeria's pre independent education lacked entrenched philosophy and national goals in form of official document as plan of action called educational policy and programme process for an established education system. The tragedy of our past was that pre independent education has failed badly to mediate apt citizenship values, insight and practice into Nigerians learner; till today. There is lack of integration whereby every Nigerian perceives each other as

innately integral of Nigerian society. Currently, the opportunity to remedy the past educational policy defects evolved post independent search for education policy starting from the African based Mombasa conference to the 1969 National Conference which acknowledged the need for education policy that entrenched the philosophy of citizens are made and effective citizenship development should taught initiated the Civic education curriculum programme under the 1999 Universal Basic education Policy which needs to evolve strategies of overcoming issues of over politicizing education, non-involvement of stakeholders and policy/programme implementation failures/lapses

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INFLUENCE OF HOME VARIABLES ON SCHOOL RIVALRY TENDENCY AMONG SECONDARY STUDENTS IN AKWA IBOM NORTH-EAST SENATORIAL DISTRICT

Florence Godwin Essien & Unwana-Obong D. Uyanga PhD

Department of Sociological Foundations of Education,

Faculty of Education, University of Uyo, Uyo,

P. M. B. 1017, Akwa Ibom State, Nigeria

Email: flogod211@gmail.com, unwanauyanga@gmail.com

ABSTRACT

This study determined the influence of home variables on school rivalry tendency among secondary school students in Akwa Ibom North East Senatorial District. Ex-post facto research design was adopted for the study. The population consisted of 19,520 Senior Secondary II in Akwa Ibom North East Senatorial District. Taro Yamane sample size formula was used to determine the sample size of 392 respondents from the population. A researcher-developed questionnaire titled “Home Variables and School Rivalry Questionnaire (HVSQR)” was used as instrument for data collection. Mean and standard deviation were used to answer the research questions while independent t-test was used to test and verify the hypotheses. The finding revealed that there was significant influence of home variables on school rivalry among secondary school students in Akwa Ibom North East Senatorial District. The study proffered a number of recommendations to improve the quality that would bring tendency to rivalry to its barest minimum and enhance quality relationship in our homes and schools.

Keywords: Home variables, School rivalry, Residential area, Family type, Parenting type

INTRODUCTION

The home plays important roles in the development of children and there are some aspects of the home that influence a child’s behaviour. These aspects are termed “home variables”. Home variables are those factors that influence the behaviour of school children either positively or negatively. These home variables according to Belle (2017) include residential area, family type,

parenting type, parental emotional support, etc. Residential area is a neighbourhood where people live. It could be a reserved, clustered or semi clustered area. These areas are designed to provide safe and comfortable environment for people to live in and raise families. Briggs and Cheek (2019) asserted that residential areas could influence some behaviours of students. Parents

who are not living in reserved areas or quarters, whose activities are not restricted to their immediate families could exhibit characters and lifestyles that are derogatory. Sometimes, these children in this kind of environment may be exposed to aggressive or fearful behaviours (Anetor and Oyekan-Thomas, 2018). These negative behaviours of alcohol and substance use from area of residence and other vices may be transferred to the school environment (Obasola, 2018). Family type is the various structures and arrangement that exist within a family (Akuto, 2017). Family type is greatly influenced by family size; Family size refers to the number of persons in the family.

Thomson (2015) described family type to be monogamous, polygamous or polyandrous. A large family comes with its problems as parents' experience difficulties in raising the children; rules are ridden and less individualized with corporal punishment with less investment of resources (Usakli, 2018). It is well known in African society that in a polygamous setting, members of such families are prone to violence, quarreling, fighting among themselves; striving to gain positions and recognitions, although this also happens in monogamous family with a large number of children; Therefore, the tendency for children

from this family type to spear-head school rivalry is not ruled out. Dance-Schissel (2019) postulated parenting influence on the children has to do with imparting a child with the right values, caring for the child in a way that would deter violent behaviour in the child among others. But, where this is lacking, the children will be exposed to all sorts of vices (Arafat et al., 2022).

Phytian et al. (2018) asserted that it is better to have two parents than a single parent. A single parent must engage in the same course as any other to effectively raise the children. The way and manner parents employ to address these challenges face is the parenting type. Parenting type is the overall approach that parents take in raising their children which encompasses a wide range of attitudes and behaviours (Allen et al., 2015). The different parenting type include authoritarian, authoritative, permissive and uninvolved or neglectful parenting type based on culture, personality, individual and circumstance as well as the uniqueness of parent. Koch (2010) is of the opinion that parenting type is a psychological construct which represents standard strategies employed by parents in raising children depending on behavioural attitudes.

It is no more news that students from our secondary schools in Uyo expressing rivalry tendency one with another. There have been recent clashes of secondary school students within Akwa Ibom North East Senatorial District. These inter school rivalry seems to be a constant occurrence despite government efforts by ways of counseling and sensitization on the need to shun violence and the need for peaceful co-existence. To the knowledge of the researchers' there have not been many works on home variables as a correlate of students' rivalry. The main essence of this study was to examine the home variables such as residential area, family type and parenting type, and tendency to school rivalry among secondary school students in Akwa Ibom North East Senatorial District. Students who are influenced negatively by these home variables seem to exhibit rivalry behaviour. These have been of concern to the researchers which if not properly addressed could impede the aims and objectives of the secondary school system. The findings would help the students realize the danger of negative influence of residential area they could be vulnerable to; the school administrators and teachers to identify a student that has suffered neglect and lack of attention as a result of the position of the mother

among other wives in the family and how to help such child, and would expose parents and teachers to the benefits of good communication with a child that is emotionally unstable.

Objectives of the Study

The objective of this study was to investigate the influence of home variables on school rivalry tendency among secondary school students in Akwa Ibom North East Senatorial District. Specifically, this study sought to:

- a) investigate the influence of residential area on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District.
- b) investigate the influence of family type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District.
- c) determine the influence of parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District.

Research Questions

- d) What is the influence of residential area on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District?
- e) What is the influence of family type on secondary school students' tendency to

rivalry in Akwa Ibom North East Senatorial District?

- f) What is the influence of parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District?

Research Hypotheses

- a) There is no significant influence of residential area on secondary school students' rivalry in Akwa Ibom North East Senatorial District.
- b) There is no significant influence of between family type on secondary school students' rivalry in Akwa Ibom North East Senatorial District.
- c) There is no significant influence of parenting type on secondary school students' rivalry in Akwa Ibom North East Senatorial District.

METHODOLOGY

Research Design

Ex-post facto research design was adopted for the study which describes home variables which have taken place. This design would enable the researcher to describe the present condition of home variables, which are, residential area and rivalry tendency of students, family type and rivalry tendency, and parenting type and rivalry tendency (Kpolovie et al., 2014).

Area of the Study

The study was conducted in Akwa Ibom North East Senatorial District. The district is made up of nine Local Government Areas (LGA) namely: Uyo, Etinan, Nsit Ubium, Nsit Ibom, Nsit Atai, Uruan, Ibesikpo-Asutan, Itu and Ibiono Ibom. Latitude and longitude coordinates are 5.038963, 7.909470 and a total area of 140 square miles (The Encyclopedia, 2023).

Participants

The population of this study consisted of 19,520 Senior Secondary II (SS II) students from 90 public secondary schools during 2021/2022 academic sessions, (Ministry of Education, Akwa Ibom State, 2020). The sample size of 392 respondents was used for study. It was determined using Taro Yamane method cited by UNIPROJECT (2023). Sample size formula from 36 public secondary schools in the North-east senatorial districts of Akwa Ibom State. The public secondary schools in North-east senatorial district have nine (9) Local Education Committee and 4 schools each from schools in senatorial district. A paper containing the name of the schools from each Local Education Committee was written on a piece of papers, afterwards the piece of papers was scrambled and placed in a bowl with respective name of the schools which was well shaken and mix properly.

Using simple random sampling technique, the researcher closed her eyes and picked the slip of papers one after the other from the bowl until she was done. Any school that the researcher picked the students of the schools formed the sample for the study.

Instrumentation

The researcher-developed questionnaire titled “Home Variable and School Rivalry (HVSR) questionnaire was used to gather data for the study. The items were framed in line with purposes, research questions and null hypotheses. The instrument has two sections. The section A contained information on residential area, parenting type and family type. The section B contained information on students’ rivalry. The items were arranged in summated 4-point rating scale to determine the degree of perceived home variables. The respondents ticked the column provided depending on the degree of agreement and the disagreement as follows: “Very Strongly Influence (VSI), Strong Influence (SI), Moderate Influence (MI) and Weak Influence (WI). The scoring was done using 4 points, 3 points, 2 points and 1 point for VSI, SI, MI and WI respectively.

Validation of the Instrument

The instrument was face validated by two (2) experts from the Department of Sociological Foundations of

Education and three (3) experts from Psychological Foundation of Education, University of Uyo, Uyo.

Reliability of the Instrument

Home variable and Tendency to School Rivalry among Secondary Students (HVTSR) questionnaire, was administered once to 30 secondary school II (SS 2) students that were drawn from the population who did not participate in the final study. The data obtained were subjected to Cronbach’s Alpha Statistics to ascertain the reliability of the instrument.

Method of Data Collection

The researcher visited the schools with a letter of introduction from the Head of Department of Sociological Foundations of Education for permission to carry out research. Having granted permission, the researcher administered copies of the instrument after giving instruction for clarification on how to respond to the items in the questionnaire. Copies of questionnaire were retrieved immediately they were completely filled.

Method of Data Analysis

Mean and standard deviation were used to answer the research questions while dependent t-test was used to test the hypotheses. All the hypotheses were tested at 0.05 level of significance.

Decision Rule

In order to take decision as regards research questions, the variable means of both the dependent and independent variables were divided by the number of items to have their weighted means which were compared with the cutoff point of 2.50. Whenever the weighted means of the variables were greater than 2.50, it was assumed that there is influence of the independent variable on the dependent variable, otherwise,

it was assumed that there is no influence of the independent variable on the dependent variable. In terms of the hypotheses, whenever the probability level of significance was less than 0.05, the null hypotheses were rejected, else were accepted.

RESULTS

The responses to the research questions one, two and three are presented in Tables 1 to 3.

Table 1: Mean and Standard Deviation on Influence of Residential Area on Secondary School Students’ Tendency to Rivalry in Akwa Ibom North East Senatorial District (n= 392)

	Variables	\bar{x}	N	SD	Remark
Pair 1	Residential area	2.96	392	0.67	Strong
	Students’ tendency to rivalry	3.31	392	0.43	Influence

Note: \bar{x} = mean score, n= number of scores and SD= standard deviation.

Table 2: Mean and Standard Deviation on Influence of Family Type on Secondary School Students’ Tendency to Rivalry in Akwa Ibom North East Senatorial District (n= 392)

	Variables	\bar{x}	N	SD	Remark
Pair 1	Family type	2.76	392	0.80	Strong
	Students’ tendency to rivalry	3.31	392	0.43	Influence

Table 3: Mean and Standard Deviation on Influence of Parenting Type on Secondary School Students’ Tendency to Rivalry in Akwa Ibom North East Senatorial District (n= 392)

	Variables	\bar{x}	N	SD	Remark
Pair 1	Parenting type	2.96	392	0.59	Strong

Students' tendency to rivalry	3.31	392	0.43	Influence
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From Table 1, the weighted mean scores of 2.96 and 3.31, and their respective standard deviations of 0.67 and 0.43 were obtained by the respondents for residential area and students' tendency to rivalry respectively. Table 2 also shows the weighted mean scores of 2.76 and 3.31, and their corresponding standard deviations of 0.80 and 0.43 got by the respondents for family type and students' tendency to rivalry respectively whereas Table 3 shows the weighted mean scores of 2.96 and 3.31 obtained by the respondents for parenting type and students' tendency to rivalry respectively and their respective standard deviation scores

of 0.59 and 0.43. These standard deviation scores were small which means that the spread of the scores were not too wide apart. Also, since the weighted mean scores for the two variables were above the cutoff point (2.50), it means that there is influence of residential area, family type and parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District.

Testing of Hypotheses

The dependent t-test analysis of the influence of residential area, family type and parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District are presented in Tables 4 to 6.

Table 4: Dependent t-test Analysis on Influence of Residential Area on Secondary School Students' Tendency to Rivalry in Akwa Ibom North East Senatorial District (n= 392)

	Variables	\bar{x}	n	SD	t-cal	Sig.	Remark
Pair 1	Residential area	2.96	392	0.67	8.45	0.01	Strong Influence
	Students' tendency to rivalry	3.31	392	0.43			

*Significant at P< .05; df = 391

Table 5: Dependent t-test Analysis on Influence of Family Type on Secondary School Students' Tendency to Rivalry in Akwa Ibom North East Senatorial District (n= 392)

	Variables	\bar{x}	n	SD	t-cal	Sig.	Remark
Pair 1	Family type	2.76	392	0.80	11.60	0.01	Strong Influence

Students' tendency to rivalry	3.31	392	0.43
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Table 6: Dependent t-test Analysis on Influence of Parenting Type on Secondary School Students' Tendency to Rivalry in Akwa Ibom North East Senatorial District (n= 392)

	Variables	\bar{x}	N	SD	t-cal	Sig.	Remark
Pair 1	Parenting type	2.96	392	0.59	9.42	0.01	Strong Influence
	Students' tendency to rivalry	3.31	392	0.43			

From Tables 4, 5 and 6, the computed t-values of the influence of residential area, family type and parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District at 391 degrees of freedom were 8.45, 11.60 and 9.42 while their corresponding computed level of significance was 0.01 alpha. This level of significance was less than 0.05 in which the decision is based. This implies that there were influence of residential area, family type and parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District.

Discussion

(a) Residential Area and Students' Tendency to Rivalry

Based on the data analysis on research question one and hypothesis one, there was influence of residential area on secondary school students' tendency to rivalry, hence, the null

hypothesis was rejected. This means, there was significant influence of residential area on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District. The finding is in line with Obasola (2018) who postulated that, parents who are not effective in providing supports and monitoring their children's behaviour, lives in impoverished neighbourhoods, thereby give room to rivalry behaviour in children. Briggs and Cheek (2019) maintained that social disorder of resident and ineffective maintenance of social controls contributes to high rate of juvenile delinquencies. Zirpoli, (2014) found that, bullying and unruly behaviours are some of the outcomes of residential areas tendencies that lead to violence which can be interpreted as rivalry tendency and mostly function as rivalry behaviour.

(b) Family Type and Students' Tendency to Rivalry

Similarly, there was significant influence of family type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District. The finding agreed with Ugoji and Ebinuwa-Okoh, (2015) who averred that, family can be instrumental to children unruly behaviour, violence and aggressive tendencies. Linwood (2014) opined that child's development is affected by family conditions such as divorce, remarriage, single parenting and parental employment. Linwood (2014) also found that, the effect of behaviour of secondary school student is as a result of broken home which leads to a decline in academic activities.

(c) Parenting Type and Students' Tendency to Rivalry

Again, there was significant influence of parenting type on secondary school students' tendency to rivalry in Akwa Ibom North East Senatorial District. This finding agreed with Dance-Schissel (2019) who opined that, parenting plays important role in developing the child and characterized child raising in several aspects which involves the way parents interacts with their children physically, emotionally, and socially. Gillet (2016) found that parental psychological control has a positive relationship with adolescent

behaviour, also parental behavioural control has a negative relationship with adolescent behaviour.

CONCLUSION

Based on the finding of the study, it was concluded that, there was significant influence of home variables such as residential area, family type and parenting types on school rivalry among secondary school students in Akwa Ibom North East Senatorial District. It was therefore, recommended that parents and guardians should consider the positive and negative of the residential area on the student or young minds while making decision on where to live. They should always give their children the opportunities for suggestions especially in issues that affect them. Since family type influence the students or learners, parents should be careful while making decision on family type.

RECOMMENDATIONS

1. Parents and guardians have to consider the positive as well as the negative aspect of the residential area on the student or young minds while making decision on where to live.
2. That parents should always give their children the opportunities for suggestions especially in issues that affect the children.

3. Since family type influence the students or learner's parents should be careful while making decision on family type.

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INFLUENCE OF AUTHORITATIVE AND AUTHORITARIAN PARENTING STYLES ON ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN SOKOTO STATE, NIGERIA

Malami Abubakar & Yahaya Fatima

Department of Educational Foundations,
Federal College of Education, Gidan Madi, Sokoto State, Nigeria
Email: malamiabubakar@fcegm.edu.ng, fatima88.fy@gmail.com

Malami Mahmud Shallah

Department of Educational Psychology and Counselling,
Federal College of Education, Gidan Madi, Sokoto State, Nigeria
Email: mahmudmalamishallah@fcegm.edu.ng

ABSTRACT

The need to improve academic achievements of primary school pupils has necessitated examining the factors responsible for it. Parenting Styles have been identified as one of such factors. This study therefore investigated the influence of parenting styles on academic achievements of primary school pupils in Sokoto State, Nigeria. Descriptive-survey design was adopted for the study. The population of comprised of 84, 634 pupils from which 382 pupils were selected as sample for the study. Two instruments namely: “Parenting Styles Questionnaire (PSQ) and Academic Achievement Record (ACR)” were used for data collection. The percentage and mean were used to answer research questions, while hypothesis was tested using independent t-test statistics. The findings revealed that pupils whose parents are authoritative performed significantly better than pupils whose parents were authoritarian. The researcher recommended among other that; It was recommended that schools’ authorities should discuss during the Parent Teacher Association meetings the consequence of parenting styles on academic achievement of pupils in primary schools in the state and Nigeria as a whole.

Keywords: Authoritative parenting style, Authoritarian parenting style, Academic Achievement

INTRODUCTION

Education can be viewed as a process of training and giving instructions especially to the young and inexperienced. It is through training and instructions that children acquire knowledge, skills, attitudes and

readiness for living a better life. Primary education is the education given to children aged 6-12 years, (Federal Government Nigeria, 2013). Thus, primary education plays an important role in human development

which cannot be over emphasized. Parents are child's first teacher and they remain consistent mentors in a child's life. Their parental roles are numerous which included maintenance of good parent-child relationship, role model, provision of guidance that help a child to positively change and mature, showing love, providing support, encouragement and access to activities that enable the child to master key developmental tasks. Parents play significant role in the cognitive, socio-cultural, physical and spiritual development of pupils. Parenting is a complex activity that includes many specific behaviors that work individually and together to influence a child's learning outcomes (Darling 2010). Obviously, parenting entails all functions, attributes, behaviors, instructions and characters, exhibited and initiated by parents with the aim of influencing a particular aspect or general life attitudes of their children.

Parenting style, according to Efobi and Nwokolo (2014) refers to the ways or techniques parents employ in the upbringing of their children. Furthermore, parenting styles, in a theory developed by Baumrind (2012), is aimed at to capturing normal variations in parents' attempt to control and socialize their children. However, According to Maccoby and

Martin in Echedom (2018), parenting styles have often been presented as four category structures which are authoritative parenting style, authoritarian parenting style permissive parenting style and uninvolved or neglected parenting style. Authoritative parenting style is characterized by an optimum balance of responsiveness and demandingness; they are high in all of them. Authoritative parents know and understand children's independence, encourage verbal communication, and allow children to participate in decision -making of the family. Issues related to the child's academic achievements are discussed by both parents and child which normally end in mutual, understandable consensus between them (Echedom, 2018).

In contrast authoritarian parenting style is marked by parents' behaviors that are highly restrictive and very demanding. They are high in control and maturity demand, but low in nurturance and bi-directional communication between parent and children. Authoritarian parents constrain their children's independence and they want their children to follow strict parental rules and orders without any question, by threatening severe punishment if children violate these rules and orders. While permissive (indulgent) parenting style is characterized by

non-restrictiveness and high-level responsiveness, it is high in nurturance but low in maturity demands, supervision and bi-directional communication between parent and children (Echedom, 2018). According to Baumrind (2012), the permissive parenting style is careless in which parents make few demands, encourage their children to express their feelings and barely use power to gain control over their behaviors and they do not need mature behaviors from their children, but encourage asserting their independence.

But uninvolved or neglecting parents, on other hand are low in both demandingness and responsiveness. In extreme cases, this parenting style might encompass rejecting-neglecting and neglectful parents. Many authors have presented different forms of Parenting Styles but for the purpose of this study, the researcher focused on two major Parenting Styles which included a authoritative and authoritarian (Baumrind, 2012).

Academic achievements of pupils are the center upon which the entire educational system revolves. The success and failure of any educational institution is measured in terms of the academic achievement of learners. Schools, parents and communities in general have high expectations on pupils' academic achievements, as

they believe that better academic results may lead to multiple career choices and future security (Osanyin, (2011). According to Osanyin (2011), academic achievements refer to the knowledge obtained, skilled developed in school which often are measured by test scores, that is, the marks awarded by the teacher to pupils. But Santrock (2006) opined that academic achievement is the outcome of education, the extent to which the learner, teacher or institution has achieved their educational goals. Generally, there is no concrete agreement on how academic achievement could be tested or which aspect of it is most important, however it remains an important parameter in measuring pupils' learning outcome in various school's disciplines (Santrock, 2006).

This parenting theory propounded by Diana Baumrind (1966) in New York, United States of America. The theory was used in this study as conceptual model that explained the close relationship between parenting style and children's behavior. Baumrind developed the theory that, there were four main types of parenting styles and those differences in parenting styles accounted for the way children functioned socially, emotionally and cognitively. Baumrind suggested that there were four dimensions of parent-child interactions: parental control,

maturity demands, clarity of communication and nurturance. She pointed out that parental control is related to issues such as enforcing rules. Maturity demand is the parental expectation that children perform up to their potential, Clarity of communication reflects the parents' willingness to communicate with their children, solicit their opinions and use reasoning to obtain the desired behavior, and nurturance is related to parental expressions of warmth and approval, and protection of children's physical and emotional well-being (Baumrind 2012). Using these four dimensions, Baumrind identified four parenting styles: (a) authoritative parenting style (b) authoritarian parenting style (c) permissive-indulgent parenting style (d) permissive-uninvolved, parenting style. Baumrind pointed out that the authoritative style is considered as the ideal parenting style and seems to produce children with high levels of self-reliance and self-esteem, who are socially responsible, independent and achievement-oriented. Authoritative parents set clear expectations and have high standards.

The authoritative parents monitor their children's behavior, use discipline based on reasoning and encourage their children to make decisions and learn from their mistakes. They are also warm and

nurturing, treating their children with kindness, respect and affection. On the other hand, an authoritarian parent tends to set rigid rules, demand obedience and use strategies such as the withdrawal of love or approval to force a child to conform. These parents are more likely to use physical punishment or verbal insults to elicit the desired behavior. They lack the warmth of the authoritative parent and may seem aloof to their children. Children with authoritarian parents may be well-behaved, but they are also likely to be moody and anxious; they tend to be followers rather than leaders. The permissive-indulgent parent is overflowing in parental warmth. These parents may be openly affectionate and loving but sets few or no limits, even when the child's safety may be at risk. Permissive-indulgent parents make few demands for maturity or performance, and there are often no consequences for misbehavior (Baumrind, 2012).

Further, permissive-uninvolved parenting that are also called uninvolved parenting, is characterized by the same lack of limits or demands seen in the permissive-indulgent style. However, the uninvolved parent displays little or no parental warmth. At its extreme, the uninvolved style can be neglectful or involve outright rejection of the

child. Children with uninvolved parents are likely to have low levels of functioning in many areas. They tend to do poorly in school and, particularly as they move into high school. The more are more likely to exhibit delinquent behavior and to be depressed (Baumrind, 2012). Baumrind's theory is relevant to this present study because it was typified parenting into different types of parenting styles and broadly explained how each parenting style influence children's behaviors. It focuses on the fact that, children could positively or negatively develop in multiple dimensions, such as in social, intellectual, physical and cognitive domain as a result of specific and appropriate parenting style used by parents in rearing or upbringing of their children. Therefore, the theoretical framework of this study is hinged on the need of a parent to identify and select most appropriate parenting style that will provide positive development and promote academic achievement of their children. Apart from some theorists which contributed toward parenting and academic achievements, there are other related studies which explained the influence parenting styles on academic achievement children, which included.

A study conducted by Dehyedegary and Juhari (2012) titled relationship between parenting and academic achievements among Iranian children in Siraj, Iran, is very relevant to the current study. The purpose of the study was to determine the relationship between parenting styles and academic achievement among children in Iran. Stratified random sampling was used to select the sample of 382 children (251 females and 131 males) from selected schools in Siraj, Iran. The instrument used to measure parenting style was the parenting style scale by Baumrind (1991). Descriptive statistics was employed to describe the variables of the study. Pearson Correlation Analysis was used to examine the association between parenting style and academic achievement. The findings indicated that authoritative parenting style has positive significant correlation with academic achievement, while permissive parenting style has negative correlation with academic achievement. The result also showed that there is no significant relationship between authoritarian parenting style and academic achievement. This implied that academic achievement among children can be enhanced through positive parenting style. Thus, it is recommended that parents should be equipped with knowledge and skills

appropriate to the needs and development of children.

Dehyedegary and Juhari (2012) study is related to this research because both studies investigated the relationship between different parenting styles on academic performance of children, both studies also used questionnaire, mean and standard deviation to describe the analysis of row scores. Another study was conducted by Munyi (2013) titled influence of parenting styles on academic achievement of secondary school students of Manyatta constituency in Embu County, Kenya, is also relevant to the present study. The study employed a descriptive research design. The target population under study was all the 2089 students in secondary schools in Manyatta Constituency. A stratified random sampling method was applied to select a sample of 335 students who were proportionally distributed in the 46 schools along with their 39 parents. The study used questionnaire for data collection as instrument and the data was analyzed using descriptive statistics. The research found out that the students who performed best experienced authoritative parenting style. Therefore, it was considered by the study as the best method of parenting style in relation to academic performance.

Munyi (2013) study is related to this research because both studies investigated the influence of parenting on pupil's academic achievements and used questionnaire as method of data collection. Both studies also used mean and standard deviation in descriptive analysis of row scores. Ademola (2013) conducted a study titled parenting styles and Students' Academic Achievement in Junior Secondary Schools in Ogun State, Nigeria, which is relevant to the current study. The study adopted descriptive survey design, with the sample comprising three hundred and ninety (390) Junior Secondary Students III (JS3). This was selected through Random Sampling Technique from thirteen Junior Secondary Schools in Abeokuta South Local Government Area of Ogun State. Two null hypotheses were formulated and tested at 0.05 Alpha to guide the study. A questionnaire titled "Parenting Styles and Students Academic Achievement Questionnaire (PSSAAQ)" was used as instrument for data collection. Data collected were analyzed using t-test. The study showed that there was a significant difference between the academic achievement of students from authoritarian and authoritative parenting homes. Also, a significant difference existed between the level

of involvement of parents of male and female students in their education. The Research established the importance of parenting style in the achievement of students. This implied that school alone does not determine student's academic achievement but collaborative efforts of home and school. Therefore, the study recommended, among other things that, parents should make homes children-friendly and stop discriminating them against on sex grounds. The school management was also advised to involve parents and guardians in the academic and moral developments of their wards. Ademola (2013) study is related to this research because both studies investigated the relationship of parenting styles on pupils' academic achievement and used questionnaire. Both studies employed random sampling technic and formulated null hypotheses.

A study conducted by Igbo and Mery (2014) on the influence of parenting styles on deviant behavior and academic achievement of secondary school students, is another study of interest. The study was carried out in three local government education authorities in Garoua, Northern Province of Cameroun. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. Ex-post-facto

design was adopted for the study. The samples of 350 students were drawn from the population using multi-stage sampling technique. A 45-item instrument tagged 'Parenting Style Questionnaire' and another of 15-item instrument tagged 'Deviant Behavior Questionnaire, all developed on a four-point scale by the researchers were used for data collection. The instruments for the study were validated and a trial test to ascertain the reliability of the instrument was carried out. Mean and standard deviation were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the research hypotheses. The results of the study showed that parenting styles influence deviant behaviors and academic achievement of secondary school students. Specifically, the results of the two null hypotheses showed that the influence of parenting styles on students' deviant behavior was significant. Igbo and Mary (2014) study is related to the current research because both studies tried to find out the relationship between parenting styles and pupil's academic achievement. The two studies used questionnaire, mean and standard deviation in descriptive analysis of row scores

When a child is born the first people of contact are the parents, the link is

being obtained, and established even before birth. The relationship between parents and children is very crucial because of the significant roles they play not just in bringing the child to the world, but in ensuring his survival, safety, development and success in life. Poor academic achievements of pupils in primary schools in Sokoto State is an issue of great concern to parents and the community at large. Several factors could influence academic achievement of primary school pupils which included age of the child, family size, parent's education, parent's occupation, parent's status and parenting styles. The fact that parents who are supposed to provide care, secure and enhance achievements of children are now assumed to constitute threat and danger to their achievement, calls for research. As such, this researcher has been motivated to conduct research on the authoritative and authoritarian parenting styles on academic achievements of primary school pupils in Sokoto State.

Objectives of the Study

The objectives of the study are to:

1. examine the academic achievement of pupils whose parents are authoritative
2. determine the academic achievement of pupils whose parents are authoritarian; and
3. investigate if there is

difference in academic achievement of pupils whose parents are authoritative and those who are authoritarian.

Research Questions

1. What is the academic achievement of pupils whose parents are authoritative?
2. What is the academic achievement of pupils whose parents are authoritarian?
3. To what extent does a difference exist in the academic achievement of pupils whose parents are authoritative and those who are authoritarian?

Research Hypothesis

There is no significant difference in academic achievement of primary school pupils whose parents are authoritative and those who are authoritarian.

METHODOLOGY

Research Design

The research design for this study was a descriptive survey design. According to Nworgu (2006), descriptive survey are those studies which aim at collecting data on, and describing in a systematic manner; the characteristics, features or facts about a given population. The area for this study is Sokoto State, Nigeria. Sokoto is a city located in the extreme northwest of Nigeria, the city is predominantly Muslim populated.

Over eighty percent (80%) of the inhabitant's practice one form of agriculture or another.

Participants

The population of the study comprises all public and private primary school pupils in Sokoto State who were currently in class six along with their parents, with the total population of (84634) primary six pupils, and (1167) schools respectively, (1107) are public while (60) are private schools. The researcher adopted the multistage sampling technique, the multi-stage sampling procedure was used to select samples from four Educational Zones, the LGAs, the Primary Schools and Primary Six Pupils. A total of 382 Primary six Pupils from both public and private schools were selected based on of the Research Advisor (2006) table for determining sample size for a given population.

Instrumentation

The instruments for data collection were questionnaires titled "Parenting Style Questionnaire (PSQ) and Academic Achievement Record (ACR)". The questionnaires were adapted from Munyis (2013) Questionnaire for data collection from the parents. Iliya (2018) defined questionnaire as a set of systematically structured questions used by a researcher to get needed information from respondents. Parenting Style Questionnaire (PSQ)

contains two sections, that is, A & B, sections. In section A, personal information was gathered while in section B- information on the variables of the study were collected. The questionnaire contained open and closed-ended questions that required a single response. The questionnaire responses were measured in 5 liker scale questions ranging from 1- strongly-disagree to 5- strongly-agree, which the researcher scores by summing up the subscales.

Validity of the Instruments

Face and content validity were carried out by two experts from the Department of Educational Foundation and the Department of Adult Education and Extension Services, Faculty Education and Extension Services, Usman Danfodiyo University, Sokoto. The two experts agreed that the instruments have face and content validity.

Reliability of the Instruments

In order to establish the reliability of the Parenting Style Questionnaire (PSQ), a pilot test was conducted in which (2) schools were randomly selected 25 parents were selected and administered with the instruments. Test-re-test method of testing reliability was employed in which the instrument was administered twice between interval of three (3) weeks. The scores obtained from first and second administration were

correlated using Pearson Product Moment Correlation Coefficient and the reliability indices of 0.87 was obtained.

Data Collection

A total number of three hundred and eighty-three (383) questionnaires were administered to the respondents. The respondents were parent of public and private primary six pupils living in Sokoto State, but three hundred and sixty-three (363) were returned. The parenting style questionnaire (PSQ) were used with the aim to find out which parenting style each pupil belongs to while the pupils school academic record (ACR) were collected from sampled schools to find out each pupils academic

achievements and relate it with the parenting style he/she belongs to.

Data Analysis

The data on the research questions were analyzed using descriptive statistics of mean, standard deviation and percentages while the data on the research hypothesis was analyzed using inferential statistics o of independent T-test at 0.05 level of significance.

RESULTS

The findings of the study were presented and discussed in tables with the aid of their research questions as seen below.

Research Question One: What is the academic achievement of pupils whose parents are authoritative?

Table 1: Academic Achievement of Pupils Whose Parents are Authoritative

Academic Achievement	Category	Frequency	Percentage %
100 –70 score	Excellent	115	47.1
69 – 59 score	Very Good	41	16.8
59 – 50 score	Good	55	22.5
49 – 40 score	Fair	16	6.6
39 – 01 score	Poor	17	7
Total		244	100

The Table 1 showed the academic achievement of pupils whose parents are authoritative. The Table reveals that 47.1% (11) had excellent academic achievement, 16.8 % (41) had very good academic achievement and 22.5 % (55) had good academic

achievement, while 6.6% (16) had fair academic and 7 % (17) had poor academic achievement.

Research Question Two: What is the academic achievement of pupils whose parents are authoritarian?

Table 2: Academic Achievement of Pupils Whose Parents are Authoritarian

Academic Achievement	Category	Frequency	Percentage %
100 – 70 score	Excellent	12	10.1
69 – 59 score	Very Good	04	3.4
59 – 50 score	Good	28	23.5
49 – 40 score	Fair	36	30.2
39 – 01 score	Poor	39	32.8
Total		119	100

The Table 2 showed the academic achievement of pupils whose parents are authoritarian. The Table reveals that, 10.1%1(12) of pupils whose parent are authoritarian. Had excellent academic achievement and 23.5% (28) had good academic achievement while 30.3% (36) had

fair academic achievement and 32.8 (38) had poor academic achievement. **Research Question Three:** To what extent does a difference exist in the academic achievement of pupils whose parents are authoritative and those who are authoritarian?

Table 3: Mean and Standard Deviation on Difference in Academic Achievement of Pupils Whose Parents are Authoritative and Those Who are Authoritarian.

Parenting Style	Mean	Standard Deviation	Mean Difference
Authoritative	67.4	17.5	22.2
Authoritarian	45.2	17.3	

From the result of Table 3, academic achievement of pupils whose parents are authoritative (x = 67.4) is higher than the academic achievement of pupils whose parents are authoritarian (x = 45.2). The difference is in favor

of pupils whose parents are authoritative. **H01:** There is no significant difference in academic achievement of primary school pupils whose parents are authoritative and those who are authoritarian.

Table 4: t-test Difference between in Academic Achievement of Pupils

Variables	N	Mean	Std. Deviation	t-Cal	Df	P-value	Decision
Authoritative	244	67.4	17.5	11.40	361	.000	Significant
Authoritarian	119	45.2	17.3				

From the result in Table 4, academic achievement of pupils whose parents are authoritative ($x = 67.4$) is higher than the academic achievement of pupils whose parents are authoritarian ($x = 45.2$). The difference is significant $t\text{-Cal} = 11.4$, $p = .000$. This indicates that there was significant difference in academic achievement of primary school pupils whose parents are authoritative and those who are authoritarian because the p -value (.000) is less than the .05 level of significance. This difference is in favor of pupils whose parents are authoritative. Therefore, hypothesis which says there is no significant difference in academic achievement of primary school pupils whose parents are authoritative and those who are authoritarian was rejected. This means that authoritative parenting style promotes better academic achievement.

Discussion

The first research question is what is the academic achievements of pupils whose parents are authoritative? The study found that pupils whose parent are authoritative have excellent academic achievement, This implied that the democratic nature of authoritative parent in managing family affairs, by listening to their kids demands with openness and flexibility, fostering independence and reasoning which teach them that

they are capable of accomplishing things on their own, encouraging children to discuss options which build in the children self- confidence about their abilities to learn new things, and provision of proportionate love and warmth, contributed immensely to their pupils academic achievements. This finding is inline with the findings of Miller (2010), Dehyedegary & Juhari (2012)) and Munyi (2013) among others who concluded that authoritative parenting style promotes academic achievement of primary school pupils. However, this finding contradicted the findings of David (2014) who discovered that, a significant negative relationship between Authoritative parenting style and pupils' achievement in reading existed.

The second research question is, what is the academic achievement of pupils whose parent are authoritarian? It was discovered that pupils whose their parent are authoritarian have poor academic achievement. This finding could be as a result of the fact that, children reared under authoritarian parents are more prone to suffer from low self- esteem, anxiety and depression. They do not show strengths of confidence on their personality because they have learned to always be subjective to their

parents. They are instructed on how why and when to study by their parents, and are solely following these formulas instead of checking out which other ways their academic achievement can be improved. Contradicting this finding, Mohammad and Hamid (2011) and in his findings revealed that a positive and significant relationship between parents' authoritativeness and the academic success of the students existed. Similarly, Darko (2018), findings revealed that Authoritarian Parenting Style had significant positive relationship with the academic performance of students. The study further revealed that academic performance of students could be enhanced when parents adopt authoritarian style of parenting.

The research question three is, is there any difference *in the academic achievement of primary school pupils whose parents are authoritative and those whose parents are authoritarian? Yes, because the finding indicated that academic achievement of pupils whose parents are authoritative is ($x = 67.4$) is higher than the academic achievement of pupils whose parents are authoritarian ($x = 45.2$). The difference is in favor of pupils whose parents are authoritative. The null hypothesis is, there is no significant difference in academic achievement of primary

school pupils whose parents are authoritative and those who are authoritarian. It was found that, the difference is significant $t\text{-Cal} = 11.4$, $p = .000$. This indicates that there was significant difference in academic achievement of primary school pupils whose parents are authoritative and those who are authoritarian because the p-value (.000) is less than the .05 level of significance. This difference is in favor of pupils whose parents are authoritative. Therefore, hypothesis which says there is no significant difference in academic achievement of primary school pupils whose parents are authoritative and those who are authoritarian was rejected. This means that authoritative parenting style promotes better academic achievement. This finding might be as of Authoritative parents sufficiently invest resources in children's educational matter and are deeply supportive to their schooling. They keep a close eye on their grades and homework, when it is possible; they are present at school events and meetings. As such therefore issues related to the entire academic achievement are discussed between teachers, parents and children, which normally end in a mutual understandable consensus. Corroborating with this finding Yusuf and Yusuf (2013) and Echedon (2018) revealed that, pupils from Authoritative parent performed better

in school than pupils from Authoritarian and other parenting styles.

CONCLUSION

In view of findings of this study, the researcher concluded that pupils whose parents are authoritative had excellent academic achievement and authoritative parenting style promotes primary school pupils' in Sokoto State. While pupils whose parent is authoritarian had fair academic achievement and authoritarian parenting style did not necessarily lead to better academic achievement of primary school pupils in Sokoto State. It was also appeared that, there was significance difference between academic achievement of whose parent are authoritative and pupils whose parent are authoritarian the difference in favor of pupils whose parent authoritative. Therefore, parent should adopt authoritative parenting style among their children because it significantly promotes better academic achievement of their children.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are given:

1. Parent should embrace authoritative parenting style which enhances proper communication between

parent and their children. They should visit schools and make enquiries about academic achievement of their children. This help in reducing cases of dropout and increases academic achievement of pupils.

2. Workshops and seminars should conducted to educate parent and the wider communities on the effect of authoritarian parenting style and encourage to become more flexible with their children to enable better performance in school.
3. School based management committee (SBMC) should partner with relevant stakeholder to promote awareness to parent on the consequences of their parenting style to their children's academic achievement.

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SCHOOL-BASED MANAGEMENT COMMITTEE AND BASIC EDUCATION GOAL ACHIEVEMENT IN IJEBU-ODE, NIGERIA

**Olusegun Samuel Olaniyi, Kehinde Olubunmi Muraina & Rasak Eniola
Otubanjo**

Department of Educational Management,
College of Specialised and Professional Education,
Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State
Email: olaniyios@tasued.edu.ng

ABSTRACT

The study investigated the relationship between the missions of School-Based Management Committee and the Basic Education goal achievement in Ijebu-Ode. It also examined factors necessitating the introduction of School-Based Management Committee (SBMC), the extent to which such introduction of SBMC has impacted on the improvement, the limiting factors militating against the purpose of establishing SBMC and the possible remedies to the problems hindering the functioning of SBMC in the state. The study adopted a descriptive research design of survey type. Simple random sampling technique was used to select one hundred (100) teachers and head teachers across all the public primary schools in Ijebu Ode. A questionnaire titled “Influence of School Based Management Committee on the Achievement of Basic Education Goals (ISBMCABEG)” was used to collect data in the study. Mean scores and standard deviations were used to answer research questions, while Pearson Product Moment Correlation was used to test hypothesis in the study. The findings revealed that the factors necessitating the introduction of SBMC in Ijebu Ode were high as there was a high incidence of gender discrimination in primary schools. Also, there was a significant relationship between missions of school-based management committee and basic education goal achievement in Ogun State. The study concluded that effective school-based management committee is the engine room for school and community partnership and vital for school effectiveness and students’ success. It was recommended that effective delivery of SBMC should be ensured by the authorities concerned in all Local Government Areas in Ogun state, and Nigeria in general.

Keywords: Health education, Health promotion, Primary healthcare centre, Community health

INTRODUCTION

Every organisation has a particular goal to pursue. Goals are part of every aspect of life; and they provide a sense of direction, motivation, a clear

focus, and clarify importance. The organisation’s vision for the future is its goal. The basic education policy and school-based management

programme are meant to enhance quality education.

It is imperative to identify organisational goals and prioritize goal-setting meaningfully and effectively. To achieve goals, there is need to make each goal SMART (that is specific, measurable, achievable/attainable, relevant, and timely). SMART goals should be: well defined, clear, and un-ambiguous; having specific criteria that measure progress toward the accomplishment of the goal; attainable and not impossible to achieve; within reach, realistic and relevant to life purpose; and with a clearly defined timeline, including a starting date and a finishing date, which indicates urgency (CFI Team, 2020).

Goal achievement is synonymous to target achievement; purpose accomplishment; realisation of a goal; goal fulfillment; as well as goal attainment, among other synonyms. Goal achievement can be defined as a process through which resources are mobilised for the attainment of collective goals and purpose. In an educational system, the goal achievement functions are met through educational activities such as policy formulation, policy implementation, planning, execution, teaching, learning, and so on while using those available resources.

Usually, an educational objective relates to gaining ability, skill, knowledge, new attitude and so on rather than having merely completed a given task (en.m.wikipedia.org).

Goal achievement theory holds that when performing achievement-related tasks, individuals can fluctuate in their state of involvement directed towards task (Duda, 2004; Chazan, Pelletier & Daniels, 2021). The Universal Basic Education policy is no newer to the education stakeholders in Nigeria. The policy was instituted to direct the attention of the governments towards the management of primary and junior secondary schools. This was done to ensure that at least individual citizen has Basic Education Certificate (BEC), which is statutorily the minimum education certificate now in Nigeria. The policy was introduced by the former President, Chief Olusegun Obasanjo, in 1999, and it was embraced by the stakeholders of education. Thus, it was adjudged as a laudable step towards eradicating illiteracy in the country.

The policy of basic education was made with a list of the following objectives: (i) Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion; (ii) Providing free Universal Basic

Education for every Nigerian child of school age; (iii) Reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency; and (iv) Catering for the learning needs of young persons who for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education (Omotayo et al., 2008; Nwafor, 2010). The basic education is of nine years, covering six years of primary education and three years of junior secondary education.

School Based Management is to ensure the educational decision-making authority from the government to the school heads, teachers, students, parents and communities is in order to ensure a more effective school administration and a better accountability of the members of staff. Ayeni and Ibukun (2013) described School-Based Management (SBM) as the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policy issues. The essence is to create sustainable goal-oriented governance and effective teaching and learning activities.

The decentralization of decision-making process in educational policy issues entrenches democratic principles, community participation, equity, as well as integration of diverse local interests and needs in school management. The model of SBM has been well popular and considered as an adopted improving tool in providing excellent quality education to students and improving school management, transparency, accountability, and responsibilities (De Grauwe, 2005).

The primary objectivees of SBM are: empowering the school heads to lead their teachers and students through reforms which lead to higher learning outcome; bring resources, including funds down to the control of school to spur change in line with decentralization; strengthen partnership with communities to invest time, money and efforts in making the school a better place to learn; and integrated school management and instructional reformation for school effectiveness (Capacite, 2021). The emergent of school-based management committees in Nigerian public schools especially at the junior secondary schools seems, not to be new in the country. The reason being those rights from inception of Western Education in Nigeria,

communities and the missionaries have always been at the forefront in managing and providing the basic needs of the schools. The missionaries and various communities established schools and also ensured the adequate funding and maintenance of the resources provided for the school use. It was later that the Nigerian government developed interest of being responsible for the management and administration of schools in the country. For the Nigerian government to fully have control of schools in the country, a policy of taking over of schools from former owners, mainly the religious groups, was initiated because education was thought to be a huge government venture and no longer a private enterprise (Okroma, 2006; Oyedeji, 2015; Ajah, 2016).

According to Akinsolu and Onibon (2008), SBMC has the following objectives: (i) Engendering community's interest in school in their localities with a view to their assuming ownership of their schools; (ii) Providing mechanisms for more effective management at school level; (iii) Providing a platform on which the community and schools pool resource together to enrich schools management; (iv) Providing communities and Local Government Education Authorities (LGEAs) with a new mechanism to demand

accountability from school managers; (v) Helping the school in the formation of its mission statement and articulation of its vision; (vi) Providing a legal framework involving stakeholders in planning, monitoring and evaluation of education at the school level; (vii) Providing and updating a school development plan on an annual and longer term basis.

Adediran (2010) cited in Valliamah and Daud (2015) identified the problems/challenges of implementation of SBM Policy as lack of knowledge by stakeholders of what SBM is and how it works, lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that restrict decision making authority and teachers' time involvement, the reluctance of some administrators and teachers to allow others to take over decision-making authority as well as confusion about new roles and responsibilities, and coordination difficulties, lack of fund, the poor motivation of members of SBMC, and lack of unskilled personnel handling the policy.

Bala (2017) observed that the challenges of the School-Based Management Committee in Basic Schools in the North West Zone of

Nigeria. He found out that the refusal of the members to attend important meetings, lack of proper communication, as well as lack of members' commitment are the challenges of SBMC.

The policy for School-Based Management Committee was approved by the National Council of Education in 2006. Such approval mandates all the Public Secondary Schools across the country to comply with the implementation guidelines. While the majority of states in Nigeria had complied with the implementation of the policy, it has so far made little or no significant impact on improving learner's standard of education (Federal Ministry of Education [FME], 2005).

Ige (2020) revealed that the perception of principals on challenges of School-Based Management Committee in Public Secondary Schools in Central Senatorial District of Ondo State, Nigeria still intact. Findings revealed among others, inadequate finance, non-cooperation of school principals/members of SBMC; lack of/inappropriate knowledge of school activities; lack of motivation of members; as challenges facing SBMC in schools; and that level of experience have no significant influence on the perception of principals on challenges

of SBMC. Also, there was no significant difference in the perception of male and female principals on the challenges of SBMC. Based on these, adequate finance of SBMC, the commitment of members to their work, the motivation of members of SBMC, advocacy/sensitization of members of the public on SBMC, among others, are recommended, to enhance the effectiveness of SBMC and achieve the desired objectives. Therefore, this study investigated relationship between the mission of school-based management committee and basic goal achievement in Ijebu-Ode.

Objectives of the Study

The main objective of this study is to investigate the relationship between the mission of school-based management committee and the Basic Education Goal achievement in, Ijebu Ode, Ogun State. Thus, the specific objectives of this study are to:

1. investigate whether the introduction of SBMC impacted on the improvement of primary schools in Ijebu-Ode
2. Investigate factors militating against the realization of the purpose of SBMC in primary schools in Ijebu-Ode
3. Find out possible remedies to the problems hindering the functioning of SBMC in Ijebu-Ode

4. examine relationship between the missions of school-based management committee and basic education goal achievement in Ijebu-Ode

Research Questions

- 1.. To what extent has the introduction of SBMC impacted on the improvement of primary schools in Ijebu-Ode?
2. What are the factors militating against the realization of the purpose of SBMC in primary schools in Ijebu-Ode?
3. What are the possible remedies to the problems hindering the functioning of SBMC in Ijebu-Ode?

Hypothesis

H₀₁: There is no significant relationship between the mission of school-based management committee and basic education goal achievement in Ijebu-Ode

METHODOLOGY

Research Design

This study adopted a descriptive research design of correlational type.

Participants

The population for this study comprised all the teachers and head-teachers in public primary schools in Ijebu-Ode Local Government Area of

Ogun State. Simple random sampling techniques was used to select One hundred (100) teachers and head teachers across all the public primary schools.

Instrumentation

The instrument for data collection was a self-structured questionnaire titled “School-Based Management Committee Mission and Basic Education Goal Achievement” tagged “SBMCMBEGA”. The instrument contained sections A and B. section A deals with the bio-data of the respondents while section B deals with information on the influence of school-based management committee on the achievement of Basic Education Goals in Ogun State.

Validity and Reliability of the Instrument

The instrument was validated by three experts, two from Educational Management and one from Measurement and Evaluation from Tai Solarin University of Education, Ijagun, Ogun State (TASUED). The experts requested to examine the instrument with regards to the relevance and accuracy of the items in terms of language clarity, comprehensiveness of the items bearing in mind the purpose of the study. The comments, suggestions and criticism made independently by the experts helps the researcher to

modify and produce the final instrument. The reliability test was carried out using Cronbach Alpha, and the coefficient was recorded as 0.79. This made the instrument reliable for the collection of data for the study.

Procedure for Data Collection

The copies of the questionnaire were later administered to the respondents by the researcher with the help of research assistants within one month.

Data Analysis

The researcher used mean score and standard deviation in answering the research question of this study. Pearson Product Moment Correlation was used to analyse the data collected.

Research Question 1: To what extent has the introduction of SBMC impacted the improvement of primary schools in Ijebu-Ode?

Table 1: Impact of the Introduction of SBMC on the Improvement of Primary Schools

S/N	Item	Participants	Mean	Standard Deviation	Remark
1	The SBMC has been able to sensitize the communities to understand their roles in the improvement of primary schools in their localities	100	3.33	1.30	Accepted
2	SBMC has been able to mobilize communities to provide equipment and facilities like fencing, donation of labour, raising of funds etc.		3.23	1.08	Accepted
3	Communities have provided security to primary schools in their localities.		3.02	1.28	Accepted
4	There is more enrolment of children into primary schools as a result of mobilization efforts by the SBMC members.		2.91	.71	Accepted
5	School children now complete their education instead of droppin out.		2.86	1.21	Accepted
Grand Mean = 3.07					

The result in Table 1 shows the extent to which the introduction of SBMC impacted on the improvement of primary schools in Ogun State is high (Grand Mean =3.07). The SBMC has been able to sensitize the

communities to understand their roles in the improvement of primary schools in their localities (Mean = 3.33); the Committee has also been able to mobilize communities to provide equipment and facilities like

fencing, raising of funds, and so on (Mean = 3.23); their efforts made communities to provide security to primary schools in their localities (Mean = 2.02); There is more enrolment of children into primary schools as a result of mobilization efforts by the SBMC members (Mean

= 2.91) and school children now complete their education instead of dropping out (Mean = 2.86).

Research Question 2: What are the factors militating against the realization of the purpose of SBMC in primary schools in Ijebu-Ode?

Table 2: Factors Militating Against the Realization of the Purpose of SBMC in Primary Schools

S/N	Item	Participants	Mean	Standard Deviation	Remark
1	SBMC members do not understand their roles in helping primary schools in the communities.	100	3.43	1.22	Agreed
2	Most members of SBMC find it difficult to raise funds for the primary schools in their communities.		3.20	1.25	Agreed
3	Most SBMC members believe that schools belong to government and have no need to raise funds from their meager resources for public schools.		3.45	1.14	Agreed
4	Most members do not attend SBMC meetings instead they spend such for their private businesses.		3.19	1.15	Agreed
5	There are no funds available in the treasury of SBMC for members to disburse to schools		2.56	.67	Agreed
Grand Mean = 3.17					

Table 2 shows that the factors militating against the realization of the purpose of SBMC in primary schools in Ijebu-Ode is high (Grand Mean = 3.17). Most SBMC members believe that schools belong to government and have no need to raise funds from their meager resources for

public schools (Mean = 3.45); SBMC members do not understand their roles as a duty to help primary schools in the communities (Mean = 3.43); most members of SBMC find it difficult to raise funds for the primary schools in their communities (Mean = 3.20); most members do not attend

SBMC meetings instead they spend such for their private businesses (Mean = 3.19) and There are no funds available in the treasury of SBMC for members to disburse for the need of the schools (Mean = 2.56). This

shows a sign of nonchalant attitude of the SBMC members.

Research Question 3: What are the possible remedies to the problems hindering the functioning of SBMC in Ijebu-Ode?

Table 3: Possible Remedies to the Problems Hindering the Functioning of SBMC in Ijebu-Ode

S/N	Item	Participants	Mean	Standard Deviation	Remark
1	SBMC members do not understand their roles in helping primary schools in the communities.	100	3.33	1.30	Agreed
2	Most members of SBMC find it difficult to raise funds for the primary schools in their communities.		3.43	1.08	Agreed
3	Most SBMC members believe that schools belong to government and have no need to raise funds from their meager resources for public schools.		4.02	1.28	Agreed
4	Most members do not attend SBMC meetings instead they spend such for their private businesses.		3.32	1.30	Agreed
5	SBMC members are not happy with corrupt practices of the politicians in the community		3.11	1.49	Agreed
Grand Mean = 3.44					

Table 3 shows the possible remedies to the problems hindering the functioning of SBMC in Ijebu-Ode. Most SBMC members believe that schools belong to government and have no need to raise funds from their meager resources for public schools (Mean = 4.02); most members of SBMC find it difficult to raise funds for the primary schools in their communities (Mean = 3.43); SBMC members do not understand their

roles as a duty to help primary schools in the communities (Mean = 3.33); most members do not attend SBMC meetings instead they spend such for their private businesses (Mean = 3.32) and SBMC members are not happy with corrupt practices of the politicians in their communities (Mean = 3.11).

Hypothesis One: There is no significant relationship between the mission of school-based management

committee and Basic Education goal achievement in Ogun State.

Table 6: Relationship between the Mission of School-Based Management Committee and Basic Education Goal Achievement

Variable	N	X	SD	r	Sig.	Remark
SBMC Mission	100	62.1	8.76	.702	.000	Significant
Basic Ed. Goal Achi.	100	13.5	3.16			

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

The results in Table 6 revealed a significant relationship between the missions of school-based management committee and basic education goal achievement in Ogun State ($r = .702$; $p < .05$). This means that the relationship is significantly high and positive. This shows that there was a significant relationship between school-based management committee and basic education goal achievement.

Discussion

The result of the research question one revealed that the introduction of SBMC has had high impact on the improvement of primary schools in Ijebu-Ode. This finding is in line with Ogun State Universal Basic Education Board -OGUN SUBEB (14 April 2023) in which the Executive Chairman, Ogun State Universal Basic Education Board, Dr Femi Majekodunmi while declaring open a 1-day sensitization meeting on

the implementation of 2021/2022 School-Based Management Committee and School Improvement Programme (SBMC-SIP) held at National Union of Teachers in Abeokuta, that previous phases of the SBMC-SIP project has recorded huge success in Ogun State (comprising Ijebu-Ode (Ogun East), Abeokuta (Ogun Central), Ilaro (Ogun West), and other places in the State) as a whole. The Chairman of SUBEB also affirms in The Guardian newspaper (22 December 2002) that with the SBMC activities and operation in the State, public primary schools have received new lease of life. Emphasizing on the importance of school-based management, Ihedioha (2021) states that the idea of having a School-Based Management Committee to oversee the management of schools is an important aspect of educational reform globally, as it contributes to the educational development of

schools through funding and enhancement of teaching and learning in schools. Yamasaki (2013) stated that school-based management is set to improve the quality of education, and that SBM system, more decision making and management responsibilities over school operation are given to school administrator, teachers, parents, sometimes students, and other community members. This implies that the school-based management is already making significant impact all over, not only in Ogun State but in Nigeria as a whole.

Also, the factors militating against the realization of the purpose of SBMC in primary schools in Ijebu-Ode varies as most SBMC members believe that schools belong to government and that they have no need to raise funds from their meager resources for public schools, they do not attend meetings, some members do not understand that their membership in the SBMC is to help schools solve their challenges, and that there are no sufficient funds in the treasury of SBMC, among other challenges. The finding corroborates Bala (2017) who enumerated some factors inhibiting community participation in the activities of SBMC which include lack of interest, ignorance, community attitude to education, and dependence on government. Also, Ige

(2020) identified non-cooperation of members of SBMC, lack of appropriate knowledge of school activities, lack of motivation of members as challenges facing SBMC in schools. Anyakorah et al. (2022) findings reveal that SBMC in every part of Nigeria is faced with the challenges of low administrative capacity of key members, poor attendance of members at meetings due to lack of incentives and financial support from the government, poor cooperation from the school members, as well as teachers' misconception of the role of SBMC.

The study also revealed that there was a significant relationship between the missions of school-based management committee and basic education goal achievement. The relationship between the missions of school-based management committee is centred on early childhood education, primary and secondary education like the goals of basic education, except that the basic education covers only early childhood, primary and junior secondary education. For example, UBE Act (2004) makes provision for basic education comprising Early Childhood Care Education (ECCE), Primary and Junior Secondary Education, which puts further that the financing of basic education is the responsibility of States and Local

Governments. The essence of Universal Basic Education programme is to ensure effective and efficient management of those schools under its watch towards improved educational quality just like what the school-based management programme stands for. It will be interesting to know that the school-based management approach itself is expected to lead to school improvement through: (1) effective and efficient use of resources as local needs would be prioritized, (2) involvement of parents and community members in monitoring and evaluating school activities, (3) empowerment of principals/headteachers and teachers, (4) building up local capacity and (5) focusing on inclusiveness and improved educational quality.

The Federal Government Policy on National School-Based Management (2005) provides that the Universal basic Education adopted the “Process Approach” and published its “Revised Guidelines for the development of School-Based Management Committees Trainers’ manual” in 2011. By December 2012, all 36 State Universal Basic Education Board (SUBEBs) and the Federal Capital Territory Universal Basic Education Board had domesticated the Universal Basic Education’s “Revised Guidelines”.

all States and the Federal Capital Territory now have their individual School-Based Management policies (UBEC, 2011). Suffice it to say that decentralisation of education governance is worthwhile, and it is showing that there is significant relationship between the missions of School-Based management Committee and Universal Basic Education Goal Achievement, since school effectiveness is a challenge to stakeholders in education. This implies that if school-based management is diligently pursued and adopted, it will promote effective basic education.

CONCLUSION

The study has revealed that the introduction of SBMC has had high impact on the improvement of primary schools in Ijebu-Ode. However, some challenges were discovered that could bring limitation to the activities of the SBMC such as seeing public schools as government properties and believing that they should be funded by the government all alone, poor attendance at meetings, lack of adequate understanding of the role of the SBMC members as well as inadequate funds in the treasury of SBMC. Also, the mission of the SBMC has significant relationship with the basic education goal attainment process.

RECOMMENDATIONS

Based on the results from this study, it is hereby recommended that:

1. School administrators should intensify efforts in educating members of SBMC the essence of the school-based management.
2. Awareness creation on the roles of SBMC among members of the public, while the traditional rulers, religious leaders and some community philanthropists should be carried along in the sensitization of the need for school-based management as modern approach for managing schools globally.
3. SBMC of schools should work hand in hand with the State Universal Basic Education Board (SUBEB) for the development of schools since the mission of the SBM and the goals of basic education are related. SBMC and SUBEB should themselves as partners in school development.
4. Further research may also be carried out towards revealing any areas of problem in SBMC and proffer solution to such problems so that the schools can be developed.

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COUNSELLING FOR SAFETY AND DISCIPLINE SCHOOL ENVIRONMENT IN NIGERIA

Basiru Abdulhamid

Department of Psychology and Counselling
Federal College of Education Kano, Nigeria

Email: basiruachamo95@gmail.com,

Suleiman Lawal PhD

Department of Educational Foundations
Usmanu Danfodiyo University, Sokoto, Nigeria

ABSTRACT

The paper examined counseling for safety and discipline school environment in Nigerian secondary school, Also, it discussed the concept and types of counseling approaches, counseling for improving school discipline, needs for safety in Nigerian schools. The paper suggested that in order to ensure schools' safety, the school must perform two basic activities: reducing unsafe conditions and unsafe acts so as to promote effective learning environment. It was concluded that instituting basic security programme involves analyzing the current level of risk and then installing mechanical, natural and organizational security systems. Thus, there should be formulation of school safety and discipline committee which should comprise of all representatives of the school stakeholders. As part of pre-requisites for establishment of educational institutions, safety and discipline should be given priority.

Keywords: Counseling, Discipline, School safety, School environment

INTRODUCTION

Counseling is a process of helping individuals or group of people to gain self-understanding in order to be themselves. Burks and Steffler (1979) as a professional relationship between a trained Counselor and a client. Olayinka (1972) defined it to be a process whereby a person is helped in

a face-to-face relationship, while Makinde (1983) explained counseling as an enlightened process whereby people help others by encouraging their growth. Counseling is a process designed to help clients understand and clarify personal views of their life space, and to learn to

reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It believed that every human being has the potential for self-growth, self-development and self-actualization.

Although counseling was introduced to Nigeria formally in 1959, under the Ministry of Education, it had been engraved in the African traditional society since time in memorial. A report of the National Committee on Education Objectives and Policies, (Federal Republic of Nigeria 2004), recommended that the Ministry of Education should take charge of delivering counselling services. Despite the recommendations, the counseling services is still wanting in helping to curb indiscipline in various schools, which is increasing at alarming rate. It is now vital to merge the traditional counseling techniques and the formal counseling from the Western World to meet the social changes and challenges in our society. Gitonga (2007) opined that due to educational and economic challenges they have to grapple with; parents are left with no time to positively take care of their children. The result is neglected parenting style, which has its toll on the growing child. Neglected parenting style has no rules or limits. Wangai

(1994), in supporting this view observes that modernization in Africa has caused the disintegration of the traditional social structure. Social values Norms and ethics suggested that clear supportive and progressive policies are needed to deal with most problems facing youth through schooling. Such policies can be implemented through the integration of guidance and counseling in secondary school programmed.

Counseling as the vital force in education along with instruction, is an integral part of educational system. Guidance programmed for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. Counselling plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students. (Nicole 2014) However School plant includes the site, the building, the development of permanent and semi permanent structures such as workshop, laboratory, sport centre, office tools, furniture, school bus and chalkboard, among others calls for safety. It is imperative to know that in sub-Sahara Africa especially in Nigeria education

is exposed to threats such as Ebola, kidnapping and high level of insurgent attacks which almost paralyzed the educational system with reference to 200 Chibok girls in 2014. These had lead to the initiative tagged 'safe-school initiative' by Federal Government of Nigeria and supported by international bodies such as United Nation Educational Scientific and Cultural Organization, World Bank and others Tahira (2006). Students and staff (teaching and non-teaching) safety in schools must be placed as top priority. Safety is an issue that both students and staff must take very seriously. Accidents can occur at anytime and anyplace, but if people are aware of the safety measures, the majority of the time accidents can be avoided, everyone must take responsibility for his/her own safety and must also take action to help stop harm to others (Moretz, 2000).

Adebayo (2009) Ogunsola et al (2014) that if one breaks the rules of preventive health, one will surely see the repercussion. Safety is the state of being safe, the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational failure, damage, error, accidents, harm or any other events which could be considered non-desirable. Safety can

also be defined to be the control of acceptable level of risks, this can take the form of being protected from the event or from exposure to something that causes health or economical losses. It can include protection of people or of possessions. Students' safety makes reference to health care services that are provided in the school, by government and other stakeholders in the educational programmed, it also includes keeping teachers healthy while they are at work. By providing staff with a safe working environment, school management is to ensure that their staff are taken care of and also show concern for their staff welfare. Not only is the work environment a safe one physically, but it ought to be a safe emotional and mental place as well, mental health is just as important as physical health (Nicole, 2014). Therefore, the main objective of this paper is to inculcate values and virtues that would mould good personality and garden the mind towards good character faces a setback due to moral decadence made manifest in different spheres of life in Nigerian Schools.

Concept and Typology of Counseling

Different counseling approaches and practice have been explained by counselor's educators and scholars Njagi (2007) quoted a teacher,

Melania (2013) who described education as a process. Melania (2013) quoted saying education “is a system of passing on and acquiring knowledge, experience, values and skills. It is a lifelong process” Melania (2013). In distinguishing between African indigenous education system and the modern European system she, says that African indigenous education was informal but integrated and comprehensive. Its concern was character formation development of skills, and dissemination of holistic values, while the modern education system is about memory and passing examinations with less emphasis for character and unique value formation.

Collins (2002) opined that counseling is important because it provides an insight on working knowledge, skills and attitudes. It is necessary to assist young people to be disciplined and be able to deal with challenges and realities they face in their ever-changing environment, understand themselves, their academic social and physical environment, realize their potentials, as well as identify opportunities in a world where chances for further training, employment and advancement continue to dwindle. Learners are counseled to alter any maladjusted behavior. Since most citizens are involved in education process directly

or indirectly, the impact of guidance and counseling is real to them.

Types of Counseling

There are two major types of Counseling, namely: individual counseling and group counseling.

Individual Counseling

This is referred to as one-to-one counseling. It occurs between the professionally trained Counselor (Therapist) and his client (Counselee) Collins (2002). The goal of this is to help the client to understand himself, clarify and direct his thought, in order to make a worthwhile decision. Through this, clients’ problems are alleviated. And solve Frumboltz and Thoreson as cited in Ojo (2005) remarked that it is mainly to bring about change in the client either by altering maladaptive behavior, learning the decision-making process or preventing and counseling problems.

Group Counseling

This is a counseling session that takes place between the professionally trained counselor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counseling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar Collins (2002). During group counseling, a free

atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counseling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feelings and the counselor during group counseling is to help remove the marks covering the problem. He or She helps open up the problem with the professional competence and knowledge he possesses. The counselor is not just a member of the group; he is to direct the affairs and situations. Many secondary schools in the past have been involved in strikes that led to mass destruction of property worth millions of shillings. According to Education Act Cap 212 of the Laws of Kenya, corporal punishment was used as a way of dealing with indiscipline in schools. In this act, corporal punishment was inflicted only after a full inquiry on the offender and offence had been made and was administered by the principal or teacher to whom it had been delegated by the principal. It was not to be inflicted in the presence of other students.

Needs for Safety environment in Nigerian Secondary Schools

Addressing safety and health issues in the school saves the school management from losing money, encouraging learning and adding

value to the school when students and staff stay whole and safe, the direct cost-savings to school include according to Frumboltz and Thoreson as cited in Ojo (2005): (i) Lower teachers and students' compensation insurance costs; (ii) Reduced medical expenditures; (iii) Smaller expenditures for return-to-work programmes; (iv) Encourage teaching-learning process; (v) Reduce drop-out rate; (vi) Less money spent for overtime benefits, safety and health also make by reductions in indirect costs due to increased promotion rate; (vii) Increased morale which will invariably enhances teachers' commitment and students' learning process; (viii) It promotes better students/management relationship; (ix) Reduces turnover of staff as there is provision for their safety and health which gives a job security; (x) Better use of human resources, teachers, student and their family benefit from safety and health; and (xi) Their incomes are protected because provision had been made for their safety and their family lives are not hampered (Frumboltz and Thoreson as cited in Ojo, 2005).

Counseling for disciplined in Schools environment

Human being needs necessitate new inventions. cope with the increasing changing nature of the world

counseling focused on career development, contemporary socio-economic issues (unemployment, drug, unstable families, truancy) , these have necessitated the incorporation of professional counseling in secondary schools. This is because counseling is safe to apply for holistic development of children, and their behavior notwithstanding. Ayieko (1988) says guidance and counseling plays a pivotal role in students' behavior management and correction in schools. Counseling can be used both as a curative measures in addressing school discipline and to avert and/ or correct indiscipline among students. Counseling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations. Mutie and Ndambuki (1999) look at the aims of vocational guidance as having an expanding function, to aid in placing talent where it is needed. Through guidance and counseling education in an environment, a learner is better informed about the subject they study and subject choices; and that to attain success in one's academic requires learners going an extra mile in their studies. The kind of Knowledge to learner is especially important to the youth who are less exposes and

limited in their understanding of the world of work. Parents, teachers and society are observing and reporting a marked decline in the level of indiscipline and good behavior among secondary school children. Most of these children generally lack courtesy, respect, self-control, decency, and social etiquette. The values they portray are disrespect toward authority, promiscuity drug abuse, addiction behavior and carefree lifestyles. A learner in a new school or in a higher level of learning institution is to cope with the new environment through counseling. Learners are helped to develop a better understanding of whom they are and appreciate of their background. Learners are guided on the self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Though personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom.

CONCLUSION

The paper concluded that counseling is important in secondary schools and was offered in the schools. Counseling services offered were

orientation services, research and evaluation services information services, training services. Through counseling comprehensive advice on career / courses is given to students. There are less personal problems among the students in the school and students were well disciplined with improved academic performance as a result of counseling. The student inventory, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines was available. Main administrative roles of a Principal in delivering counseling services in the school are facilitating the workshop of the teachers, appoint and motivate teacher counselors and providing necessary facilities and resources for the counseling services. Lack of cooperation from administration, students' unwilling to discuss their problems are as a serious challenge and heavy teaching load for the teacher-counselor seem a serious challenge. They lacked funds to sponsor the guest speakers and attend seminars. The students benefited from counseling services especially in areas of learning, relationships and problem solving and discipline observance. Students indicated that they preferred to go for counseling to the peer counselor's voice can bring a lot of impact and is the energy to propel someone's passion as well as

providing an opportunity to rise above the rest and make a difference. Someone may get encouraged to be extraordinary and do commendable work.

RECOMMENDATIONS

- (i) Guidance and counseling teachers should be well trained on how to carry out their duties by being sent to attend many seminars and workshops to improve on their skills.
- (ii) For adequate provision of guidance and counseling materials as well as application of peer counseling, there ought to be proper budgeting for the same in terms of finances and time respectively.
- (iii) Student's information, bulletins on different topics, handbooks for different educational opportunities, books on social psychology, psychology magazines should be provided to the school to improve the department.

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EFFECT OF AI-POWERED TRAINING PROGRAMME ON PARTICIPATORY LEARNING TENDENCIES OF BASIC SCIENCE TEACHERS IN GWANDU LOCAL GOVERNMENT, KEBBI STATE, NIGERIA

Malami Mahmud Shallah, Magaji Faruku & Muhammad Samaila

Federal College of Education, Gidan Madi, Sokoto State, Nigeria

Email: mahmudshallah@gmail.com, magajigwn@gmail.com,
samailamuhammad960@gmail.com

ABSTRACT

The primary objective of this research was to enhance the participatory learning tendencies of basic science teachers, which is a crucial aspect of professional development in the field of education. To accomplish this goal, the researcher developed and executed a specialised training programme that harnessed the capabilities of artificial intelligence (AI) applications. The study was conducted with a cohort comprising 25 male and female Basic Science teachers, all of whom were selected from the Gwandu Local Government Education Authority, Kebbi State. Before the start of the training, the teachers underwent a comprehensive assessment using established research tools. Following this initial evaluation, the meticulously crafted training programme, featuring AI-powered tools, was implemented over a three-week period. After the completion of the training regimen, the same research tools were once again administered to the participants, facilitating a comparative analysis. The findings revealed the efficacy of the devised training programme in fostering the development of participatory learning tendencies among Basic Science teachers. This research not only contributes to the academic understanding of AI's impact on professional development but also offers practical insights into the realm of teacher training. The association between AI applications and educational enhancement serves as a blueprint for crafting targeted training programmes that effectively elevate the participatory learning capacities of educators, subsequently benefiting the quality of education imparted to students.

Keywords: Artificial Intelligence, Self-learning skills, Participatory learning

INTRODUCTION

The contemporary period characterised several transformations and advancements across diverse sectors, with particular prominence in technological domains. This development has prompted the evolution of computer programmes and applications into sophisticated implementations and software for intelligent systems (Darling-Hammond & DiNapoli Jr., 2021). This evolution is driven by imperative to adapt to the swift-paced progress and proactively address challenges stemming from these accelerated advancements. A crucial domain affected is education, where challenges encompass the incorporation of the entirety of cognitive learning facets, particularly contemporary ones. In addition, the surge in student enrolments surpasses the availability of suitably qualified educators in the academic sphere (Darling-Hammond & DiNapoli Jr., 2021).

Artificial intelligence (AI) arises because of modern technological progress, forming a technical field that explores and advances theories, methodologies, and techniques to imitate human cognitive abilities. It's an interdisciplinary discipline that spans various domains such as computer science, mathematics, and natural sciences. AI involves creating behavioural systems that can emulate and manage human brain functions using computer-based systems. This technology can enhance educational resources and create a diverse and multifaceted educational environment (Ocaña-Fernandez et al., 2019).

United Nations Educational Scientific and Cultural Organization (UNESCO) 2019 highlighted the crucial importance of integrating AI tools in education. This integration is essential for promoting sustainable development by facilitating effective collaboration between learners and computers in learning, life, and professional contexts. The UNESCO 2019 emphasised the potential of AI in various educational aspects. This includes

improving both teacher and learner capabilities, fostering social skills and values, enhancing life skills, and encouraging lifelong learning (UNESCO, 2019).

The growing interest in AI is driven by its potential to address significant global challenges. These challenges include critical issues such as climate change, accurate disease diagnosis, finding treatments for chronic illnesses, and advancements in atomic energy. AI is also capable of validating theories, as seen in the Deep Mind project. This project aimed to enhance AI's effectiveness through successful applications, aiming to proactively address a range of issues and contribute to improving the world as a sustainable habitat. Similarly, a leader in the technology sector at Facebook shares this perspective, stating that the formidable capabilities of AI can provide solutions for various global challenges (Knight, 2016).

The application of AI in various educational fields is expanding, and its use in scientific education in Nigeria is growing. A review of the literature on AI in natural sciences education in Nigeria revealed several promising findings. Three key studies stand out: Doken Edgar and Amal El Arid (2019) investigated the potential of AI to enhance learning outcomes. Their study found that AI could personalize learning experiences and effectively assess comprehension in natural sciences. Oluwatobi Akinwande and Olumuyiwa Abiodun (2020) focused on the use of AI in teaching and learning. Their research highlighted the role of AI in promoting interactive learning and providing greater accessibility to resources in natural science education. Olufemi Taiwo and Oluwaseun Olajide (2021) explored the impact of AI on both teaching and learning. Their study demonstrated AI's ability to enhance student engagement and

improve learning outcomes in natural sciences.

Several studies have explored AI's application in education, addressing specific areas such as problem-solving skills and virtual laboratories. For example, Orlando et al. (2019) conducted research that focussed on enhancing physics problem-solving skills through a technologically advanced teaching environment integrated with robotics. This study demonstrated the effectiveness of this intelligent teaching approach in improving students' ability to tackle physics-related challenges.

In the same vein, Saleheen et al. (2018) developed a sophisticated educational tool called the Virtual Open Laboratory Teaching Assistant (VOLTA). This tool was created to provide comprehensive guidance to students engaging with virtual laboratories. VOLTA offers precise instructions, instructional videos demonstrating laboratory equipment use, and a repository of common challenges encountered during lab work. VOLTA not only supports instructors in supervising student lab activities but also contributes positively to students' perceptions of VOLTA as a valuable learning resource. These studies highlight the potential of AI-driven approaches to enhance students' learning experiences and outcomes. The advent of online collaboration, particularly catalysed by the combination of human and artificial intelligence within internet-based tools, has ushered in novel learning paradigms. Noteworthy among these is collaborative learning, buoyed by wireless communication, has revolutionised the accessibility and pertinence of information. This phenomenon seamlessly bridges the divide between physical and virtual domains, occurring in real-time (Cazan & Schiopca, 2014).

Participatory learning denotes a learning approach that unfolds in an environment

where students collaborate to formulate, organise, and deliver educational content. This method preserves coherence among the subject matter of courses, nurturing an educational ecosystem in which members of learning groups engage in mutual interactions. This interaction not only enhances their ability to cooperate but also facilitates the exchange of information, fostering the generation of novel and effective ideas, as well as innovative solutions. This process is facilitated by integrating interactive technological tools (Young, 2008).

The significance of participatory learning becomes evident as learners immerse themselves in diverse sources of knowledge during their research endeavours. This approach guides them towards the acquisition of insights from a multitude of channels, aiding in their organisation and categorisation. This method contributes to the enhancement of pedagogical and learning strategies, thus enabling the attainment of a wide spectrum of precise educational objectives. Furthermore, it empowers learners to design their own learning pathways and engage in personalised activities (Young, 2008).

This approach not only fosters the exchange of knowledge and peer interaction but also facilitates the synchronisation of activities, thereby fostering the collaborative development of cognitive learning accomplishments. In addition, it cultivates adeptness in the use of technological tools for online tasks, thereby enabling learners to proficiently employ such tools within the context of participatory learning (Mack et al., 2021).

Participatory learning rests upon the dynamic interaction among learners, realised through their collaborative engagement in educational assignments or mutual attainment of educational objectives through diverse educational endeavours. These activities are facilitated through a

spectrum of technological communication tools that leverage internet connectivity. The goal is to foster the creation of knowledge rather than its passive reception, thus necessitating a transformative shift in the educational framework. This evolution transcends the conventional teacher-centred approach centred on knowledge dissemination, evolving into a learner-centric paradigm where educators oversee the process of knowledge generation (Hai-Jew, 2019).

However, despite the recognised importance of methodologies of participatory learning, and the integration of artificial intelligence tools, the researcher conducted a series of individual interviews involving 28 Basic Science teachers. The primary objective of these interviews was to gain insights into educators' comprehension of participatory learning concepts, and the practical application of this approach within the educational context. The outcomes of these personal interactions revealed a noteworthy observation, with an astonishing 65% of teachers demonstrating a lack of awareness concerning the potential applications of AI in the educational domain.

To gauge the proficiency levels of participatory learning skills, the researcher conducted an assessment that centred on evaluating the teachers' attitudes towards participatory learning with distinct categories comprising the learning process, leadership, communication, problem-solving, decision-making, and motivation. The results stemming from this assessment revealed a significant observation: a substantial 71% of educators attained scores lower than 50% in the total score for the attitude assessment associated with participatory learning.

Through an exhaustive review of prior research endeavours on the deployment of AI, and the trajectory towards participatory learning, the researcher conducted a

meticulous analysis. However, within the confines of the researcher's knowledge, no antecedent study emerged that delved into the deployment of an instructional programme anchored in artificial intelligence. This programme's primary objective was to foster engagement in participatory learning, within the framework of a specific subject matter. The identification of this research gap underscores the profound significance of the current study.

This study addresses the observed lack of adoption of participatory learning methods, focusing on the central issue of this deficiency. The study aims to provide insights into this matter by exploring the effectiveness of an artificial intelligence-driven training initiative in promoting participatory learning among basic science teachers.

Objective of the study

The objective of this study is to foster a predisposition towards participatory learning among Basic Science teachers.

Research Question

To what extent does an AI-based training programme effectively cultivate a propensity for participatory learning among Basic Science educators?

Research Hypothesis

There is no significant difference between the average scores of the research group before and after implementing the participatory learning attitude scale, considering both overall scores and specific dimensions.

METHODOLOGY

Research Design

The researcher employed two distinct research methods throughout the study. First, the analytical approach was used at various stages, encompassing the development of the training programme, assessment of participatory learning trends, and the application of analytical statistical

techniques for data processing and interpretation. The analytical approach goes beyond description and seeks to understand relationships between variables. It often employs statistical techniques or other forms of data analysis to test hypotheses or identify causal connections (Babbie, 2010). This approach facilitated the provision of clear and rational explanations for the outcomes obtained. Second, an experimental approach was employed to validate the training programme's efficacy, employing a semi-experimental design involving a single group. A semi-experimental, also referred to as quasi-experimental, research design is a method used to investigate cause-and-effect relationships between variables when random assignment of participants to groups is not feasible or ethical (Scribbr, 2020). The study focussed on two key variables: the independent variable, represented by the training programme itself, and the dependent variable, denoting attitudes towards participatory learning. This approach allowed for the assessment of the training programme's impact on participants' attitudes and enabled the researcher to draw conclusions regarding its effectiveness.

Participants

The research group consisted of twenty-five (25) male and female basic science

teachers at the secondary school level, selected from the Gwandu Local Government Education Authority, Kebbi State, Nigeria. The study employed a sample size of 25 participants. While ideally a larger sample size would be preferable, recruitment was limited to individuals with smartphones, internet access, and the technical knowledge required for the tasks. This homogeneity ensures participants understood the instructions and reduces variability due to technical difficulties. A power analysis indicated that a sample size of 25 would be sufficient to detect an effect size (VanVoorhis & Morgan, 2007).

Instrumentation

The development of the attitude measurement scale towards participatory learning involved a meticulous process. The scale's dimensions were derived from a comprehensive review of relevant literature and prior studies on participatory learning, including sources such as Abdel-Al (2018), and Bartholomew (2017). Five dimensions emerged: 1) individual and group responsibility, 2) problem-solving and decision-making skills, 3) communication skills, 4) learning process enhancement, and 5) motivation development through participatory learning.

Table 1: Dimensions of the attitude towards participatory learning

Dimension/ Direction towards	Vocabulary number	Phrase numbers		% Weight
		Positive	Negative	
Individual and collective responsibility	10	1, 2, 4, 8, 9	3, 5, 6, 7, 10	20%
Problem-solving and decision making	10	14, 15, 18, 19, 20	11, 12, 13, 16, 17	20%
Communicate with others	10	21, 22, 26, 27, 28	23, 24, 25, 29, 30	20%
learning process	10	31, 35, 36, 37, 40	32, 33, 34, 38, 39	20%
Motivation	10	41, 42, 43, 49, 50	44, 45, 46, 47, 48	20%
Total	50	25	25	100%

The Likert method, employing a range of five response options weighted on the basis

of the positivity or negativity of phrases, was used to construct a 50-item

Participatory Learning Disposition Scale (PLDS) assessing attitudes towards participatory learning. This scale encompassed five dimensions, each containing an equal distribution of positive and negative expressions.

Validity of the Instrument

The content validity was ensured through experts’ validation at the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. Evaluation was conducted in terms of language clarity, adequacy, representative coverage of the domain, readability, and complexity level of the items, including appropriate time taken to complete the questions. After some

Experiment Procedure

The training programme was meticulously crafted with several key considerations in mind. It is rooted in the philosophy of enhancing collaborative learning among basic science teachers, achieved through the application of artificial intelligence tools, web resources, Office 365 applications, Power Apps, and augmented reality, all of which are aimed at fostering participatory learning trends among educators. Specific learning outcomes were established to align with the programme's overarching objective, serving as benchmarks for participants' expected

items were slightly modified, the experts reported back with the judgement that the scale appeared to be measuring the intended construct.

Reliability of the Instrument

The stability assessment involved administering the scale to a separate group of basic science teachers, resulting in a reliability coefficient of 0.84, signifying satisfactory stability. Participants, on average, took 25 min to complete the scale. This comprehensive process led to a finalised, dependable, and consistent tool for evaluating attitudes towards participatory learning, with a total score of 250.

performances. Educational videos and presentations created by the researcher were integrated into the programme as learning resources. Various teaching methods, including progressive inquiry, project-based learning, and the flipped classroom model, were selected to effectively attain the programme's learning goals. Diverse evaluation methods, such as written tests, oral questions, achievement portfolios, self-assessments, and external evaluations, were employed to assess participants, progress. The programme’s topics and corresponding time plan were meticulously detailed in Table 2.

Table 2: Topics of the training programme and the time plan for its implementation

Subject Number	Topic Title	Number of hours of training
The first topic	Thinking skills	4
The second topic	Effective communication	3
Third topic	Problem-solving and decision making	3
Fourth topic	Learning theories	3
Fifth topic	Use of technology in teaching	6
Sixth topic	Motivation and effective teaching	3
Total		22 h

Field experiment

To assess the trend towards participatory learning, a pre-test was conducted on the pre-research group on June 2, 2022, with students’ performance being monitored. The training programme started on June 6, 2022, for the research group, and was

delivered remotely using platforms such as Zoom. The training spanned approximately three weeks, encompassing three sessions per week, and concluded on June 25, 2022. Following the completion of the teacher training, a post-test to evaluate the trend towards participatory learning was

administered on June 27, 2022. This post-test aimed to gauge any advancements in the participants' inclination towards participatory learning resulting from the training programme.

RESULTS

Through data analysis using the SPSS programme, the validity of the null hypothesis was tested. To ascertain this, averages, percentages, standard deviation, and t-values for the paired samples were computed. Detailed results are presented in Table 3.

Table 3: Pre-and Post-Application of the Participatory Learning Disposition Scale (PLDS) (Df.= 24)

Scale dimensions	Measurement	Class	M	%	P	T	Significance level
Individual and collective responsibility	Pre-appl.	50	28.60	57.2%	1.11	38.32	Function at level of 0.01
	Post-appl.		41.44	82.88%	1.35		
Problem-solving and decision making	Pre-appl.	50	29.12	58.24%	0.72	43.55	Function at level of 0.01
	Post-appl.		41.11	82.22%	1.12		
Communicate with others	Pre-appl.	50	29.40	58.8%	1.73	27.86	Function at level of 0.01
	Post-appl.		41.08	82.16%	0.99		
Learning process	Pre-appl.	50	29.96	59.92%	0.93	50.22	Function at level of 0.01
	Post-appl.		41.56	83.12%	1.29		
Motivation	Pre-appl.	50	29.52	59.04%	0.71	45.35	Function at level of 0.01
	Post-appl.		41.52	83.04%	1.10		
General	Pre-appl.	250	146.60	58.67%	2.76	87.51	Function at level of 0.01
	Post-appl.		206.61	82.79%	2.87		

The evident outcome from the preceding table highlights a statistically significant distinction at the 0.01 significance level in the mean scores of the research group before and following the application of the Participatory Learning Disposition Scale (PLDS). This pertains both to the comprehensive assessment and across all levels, favouring the post-application phase. Consequently, the null hypothesis was rejected. The researchers used 0.01 significance level in order to reduce chance of a Type I error.

Discussion

The outcomes underscore the effectiveness of the implemented training programme in enhancing attitude towards participatory learning. The tables provided above clearly illustrate an observable increase in the level of participatory learning attitude post-application, in comparison to the pre-application phase. The initial

measurements revealed a decline in the attitudes of the basic science teachers in the research group. This could be attributed to their limited engagement with electronic participatory methods before the study. This may have led to a negative perception of participatory learning due to uneven task distribution during cooperative learning, which may have placed an unequal burden on certain teachers.

Conversely, the implementation of the training programme yielded positive outcomes. The integration of AI applications not only heightened motivation and task engagement but also ensured equitable distribution of responsibilities among learning groups. Consequently, these changes contributed to more balanced efforts among teachers. Remarkably, these findings correlate with the conclusions drawn from the study by Murphy in 2019. In that study, statistically

significant differences were identified in the attitudes of Umm Al-Qura University' faculty members towards the use of participatory learning within the educational process.

CONCLUSION

On the basis on the findings of this research study, it can be concluded that the integration of artificial intelligence applications within the training process for basic science teachers can effectively promote the adoption of participatory learning approaches. The training programme designed in this study resulted in a statistically significant positive shift in attitudes towards participatory learning among the research group. The study also suggests the exploration of additional research avenues, such as investigating the integration of AI applications in training science teachers across other disciplines and exploring diverse methodologies to enhance various dimensions of learning. Through these actions, the educational landscape can further evolve to effectively incorporate emerging technologies and progressive pedagogical approaches.

RECOMMENDATIONS

- 1) There is a pressing need to prioritise the advancement of participatory learning approaches while integrating AI applications within the training process for prospective basic science teachers. By doing so, teachers can effectively develop positive attitudes towards employing AI applications and master the skills associated with participatory learning, all through a functional approach.
- 2) Exploration of additional research avenues. Specifically, there is a potential for investigating the integration of AI applications in training science teachers across other disciplines, such as physics, biology, and chemistry. This expansion of research can provide insights into the

broader applicability of AI-driven approaches.

- 3) Exploring diverse methodologies, strategies, and applications to bolster the trend towards participatory learning is recommended. This could involve designing training programmes that leverage artificial intelligence to enhance various learning dimensions.

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