

Role of Instructional Materials in Improving Pupils with Dyslexia in Public Primary Schools in Ekwusigo LGA of Anambra State

Udeagbala, Ikechukwu R.¹, Onwuka, Lilian N. (Ph.D)² & Ugwude, Doris I. (Ph.D)³

¹⁻³Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The study was conducted to determine the role of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A of Anambra state. Two research questions guided the study. Descriptive survey design was adopted to carry out the study. The population of the study consisted of 235 public primary school teachers from 38 public schools in Ekwusigo L.G.A. Simple random sampling was used to select 100 public primary school teachers from 10 schools randomly selected from the 38 public primary schools in the study area. The instrument used for data collection was a 17 item structured questionnaire developed by the researchers titled “Instructional Materials for Improving Pupils with Dyslexia (IMIPD)”. The instrument was validated by three experts. Cronbach Alpha was to determine the reliability of the instrument and the overall reliability of 0.70 was obtained. Mean was used for data analysis. The findings, among others, revealed that instructional materials help dyslexic pupils to develop interest and participate in activities, improve understanding and retention. The findings also revealed that lack of fund to make purchase, inability of teacher to improvise and make suitable selection of instructional materials among others are factors that are against the use of instructional materials in improving dyslexic pupils. Based on the findings, it was recommended, among others, that teachers should always use suitable instructional materials that address the need of dyslexic children while teaching and state government and school authority should aid in providing instructional materials in schools.

Key words: Primary education, Dyslexia, Instructional materials.

Introduction

Education in any form, is a powerful tool for human and nation development. It poses as a driving force for developing nations of the world which they utilize for their transformation and development. Nations achieve these development and transformation mostly through educating their citizens who contribute directly to the developmental goal of their nations. Unamba, Nwaneri and Nwaebo (2015), sees education as a process of systematic training and instruction designed to transmit knowledge and acquisition of skills, potentials and abilities which will enable individuals to contribute efficiently to the growth and development of their society and nation. Muskan (2017), also defined education as inculcating morals and ethical values, positive thinking, attitude of helping and giving to the society to bring change to their society. These show that it is an all-round affair of individual development in terms of socially, mentally, morally, physically and intellectually in bringing change in the society that will amount to its development. Nigeria like

most nations of the world is undergoing rapid social, economic and political reforms. These changes and reforms have indicated the need for proper education of her citizens to help in meeting her developmental goals to meet the ideal development of the emergent world. Having every child to access quality education that will nurture their mind will help create a good society that meets up with the ideal development of the world today. To achieve this, the Nigeria education system is structured into Early childcare and development (0-4), Basic education that comprises pre-primary, primary, and junior secondary education (5-15), Senior secondary education (15-18) and Tertiary education (18 and above).

Primary education as one of the education structure has a purpose it serves. According to Federal Republic of Nigeria (2013), primary education is the education given to children aged 6-12 years. The objectives of this level of education, as stated in the policy is to: inculcate permanent literacy and numeracy and the ability to communicate effectively; lay a sound bases for scientific, critical and reflective thinking; promote patriotism, fairness, understanding and national unity; install social, moral norms and values in the child; develop in the child the ability to adapt to their changing environment and provide opportunity for the child to function effectively in the society within the limits of their capacity. In pursuance of these objectives, the curriculum at this level is focused on English studies, Mathematics, Prevocational studies, Basic science and technology, Religion and National values, one Nigerian language and Cultural and Creative art.

The first among the objectives emphasized on inculcating permanent literacy in children which is gotten through proper English studies. This is required to enable pupils gain the ability to communicate effectively. This implies that every child must have the ability to read and write to enable them to communicate effectively in expressing themselves either in writing or in speaking. These objectives cannot be achieved if the children are not exposed to quality education at this level. Children, however, are faced with a lot of factors that may prevent them from this quality education. This problem could be linked to various factors ranging from the pupil's background, exposure and experience, quality of the teacher, application of effective teaching strategies and instructional materials, learning difficulty among others.

School pupils always run into difficulties in learning and understanding some concepts they are learning in class. These learning difficulties that confront children during learning process are numerous. Learning difficulties have been defined in many ways by scholars and researchers of various disciplines. Learning Disability Association of America (LDA, 2019), defined learning

disability as an umbrella term describing a number of other more specific learning disability. Learning Disabilities Association of Canada (2017), referred to learning disability as a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information which affect learning in individuals. However, Ugwu (2008), expressed that learning disability or difficulty is not seen as a disease in children. The author observed that though these children are not blind, deaf or mentally retarded, they cannot accurately perceive things visually, hear or listen attentively or learn like other normal children do. These disabilities and difficulties can be in form of Auditory Processing Disorder (APD), dyscalculia, dysgraphia, dyspraxia, aphasia, Attention Deficit Hyperactivity Disorder (ADHD) dyslexia amongst others. Teachers are more likely to discover pupils under their care that suffer from these difficulties while learning and as such, they will be challenged to help them overcome it. For the purpose of this research, focus was laid on dyslexia.

Dyslexia as a learning difficulty has grown a major concern in the poor performance of pupils in English studies. Ikediashi (2012) argued that when a pupil is deficient in reading, spelling and writing skills, a drop in academic achievement is resultant. This is because the usual problem with dyslexia in children is mostly seen in language area even when they could be very intelligent in other areas. Ugwu (2008), defined dyslexia as a condition where a child has difficulties in reading which could be a problem on pronunciation, word recognition, reading speed or special reading skill as map reading, use of index and reading of mathematical or other technical material. However, researchers such as International Dyslexia Association (IDA, 2017), Reid (2012) and Gavin-raid (2011) agreed that dyslexia is a type of learning disorder affecting specifically language, writing and reading skills more than it concerns mathematical skills, attention deficits or motor problem. In line with these definitions, dyslexia is a learning difficulty caused by the inability of an individual to read properly and fluently, struggles to decode, recognize, pronounce and spell words properly. Hence, dyslexia can be seen or referred to as a learning difficulty that interferes with a child's learning skill and ability which increases their difficulties in reading, understanding, spelling, word recognition and pronunciation. Many pupils have failed to achieve permanent literacy and the ability to communicate effectively because of this learning disorder. Lawal (2018), revealed that there are hundreds of thousands of dyslexic primary school children in Nigeria who are subjected to ill treatment and stigmatization; this is so due to ignorance and impatience of teachers and parents. Dyslexia Foundation of Nigeria (2017), reported that more

than 17 million people are living with dyslexia in Nigeria. According to Dyslexia Foundation of Nigeria, this has been responsible for high rate of school dropout and increasing number of juvenile crimes.

Children with this learning condition need to be understood by their teachers if at all they will be helped to improve. Ikediashi (2012), expressed that teachers need to know why their pupils are not performing well in reading and writing and, an experienced teacher by way of careful observation can easily detect dyslexia. However, the increase in the rate of frustrated learners that leads to school dropout and juvenile crimes in schools and society, as indicated by Dyslexia Foundation of Nigeria (2017), could be seen as a result of the stigmatization, ill treatments they face and inability of the teacher to understand their learning condition. Understanding their learning condition will task the teachers handling them to strategically and actively engage them in learning activities that will help their conditions and less their frustrations. To improve their performance in learning how to effectively spell, recognize, pronounce and read words fluently, teachers need to be creative and engage them actively in class while using effective teaching strategies. This could be assisted with instructional materials which will help to capture their mind in understanding and solving their problem in areas of their learning difficulties. Ikediashi (2012), posited that there is no significant or generally accepted management of or cures for dyslexia but can be assisted to learn reading and writing with appropriate instructional strategies and educational support creatively introduced by the teacher.

Instructional strategy and educational support have always proven to help teachers achieve their lesson objectives during teaching and learning process. It makes learning realistic and practical. Unamba, Onyepandu and Nwaebo (2015), expressed that such opportunity and exposure give children the opportunities to develop, interact and actively engage in the learning process. Instructional material could help to improve the learning difficulties of dyslexic children as it serves as an educational aid during instruction. Anigbogu (2012), defined instructional materials as any item or materials that help the teacher to present skills and knowledge to a learner and the learner in turn perceives instructions better. The author further expressed that instructional material especially in primary schools influences the teaching of concepts and ideas in any subject matter which helps pupils to understand, comprehend and perform better in their activities. California Education Code (2019), defined instructional materials as all material that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills or opinions

or to develop cognitive processes. In the view of Pham (2015) and Obasi (2013), instructional materials are pupils and teachers friendly because it helps the teacher to teach better and pupils to learn joyfully and retain better what they have learnt. In line with these definitions, instructional materials can be seen as any content that conveys the essential knowledge and skills of a subject in school curriculum through a medium or a combination of media for conveying information to learners. These medium or combination of media includes books, supplementary materials, computer software, magnetic media, DVD, CD-ROMs, electronic media among others. As such, a lot of scholars have tried to categorize instructional material. Akude (2004), classified instructional materials into four major groups which are visual materials, audio materials, audio-visual materials and the individualized learning and interacting materials. Those classified instructional are printable materials, projectable materials and non-projectable materials. All these media of instructional materials if applied strategically by the class teacher and actively engage, these dyslexic children in class activities could go a long way in improving children who are unfortunate to be dyslexic. Against this backdrop therefore, the researchers intend to determine the role of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo LGA of Anambra State.

Statement of the Problem

Lack of understanding children with dyslexia has led to some stereotype and labeling by their teachers, parents and even their mates. This has made people to see them as lazy learners with low motivation or zeal to learn and pupils with low intelligent quotient, among others. The stereotype and labeling have attacked their self-esteem, induced self-doubt in them, made them socially reclusive and caused them to hide whenever the idea of school or academic related activities or work are mentioned. As a result, children with this learning condition are not usually carried along with during teaching process primarily because teachers failed to understand their learning conditions. This, however, has contributed to their unimproved learning condition since no efforts were made in addressing their difficulties or involve teaching materials to aid their understanding and retention. The act of teaching is primarily concerned with passing of ideas, skills and attitudes from the teacher to the learner and once this objective is not achieved, it will surely lead to an ineffective and inefficient desired learner's outcome. This could be due to the fact that children were subjected to learn in a way that is not suitable for their brains to capture and

understand information. The objective of inculcating permanent literacy and ability to communicate effectively in dyslexic children can never be achieved with this state. Therefore, is need to balance this gap of how these pupils are seen, taught and treated and, barriers broken to enable dyslexic children to learn better and become better version of themselves. It is in this context that this study investigated the role of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra state.

Purpose of the Study

The general purpose of this study was to determine the role of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A of Anambra State. Specifically, the study aims to:

1. Determine the impact of instructional materials in improving children with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra State.
2. Determine the factors militating against the use of instructional materials in improving pupils with dyslexic in public primary schools in Ekwusigo L.G.A. of Anambra State.

Research Questions

1. What impact does instructional materials have in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra State?
2. What are the factors militating against the use of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra State?

Method

The study was conducted to determine the role of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A of Anambra State. Two research questions guided the study. Descriptive survey design was adopted to carry out the study. The population of the study consisted of 235 public primary school teachers from 38 public schools in Ekwusigo L.G.A. Simple random sampling was used to select 100 public primary school teachers from 10 schools randomly selected from the 38 public schools in the study area. The instrument used for data collection was a 17 item structured questionnaire developed by the researchers titled “Instructional Materials for Improving Pupils with Dyslexia (IMIPD)”. The instrument was validated by three experts. Cronbach Alpha was to determine the reliability of the instrument and

the overall reliability of 0.70 was obtained. A four-point rating scale of Strongly Agree (SA, 4 points), Agree (A, 3 points), Disagree (D, 2 points) and Strongly Disagree (SD, 1 point) was used to answer the research questions. Mean was used to analyze the research questions and in taking decision, mean scores above 2.50 were considered as agreed while those below 2.50 were considered as disagreed.

Results

Research Question 1: What impacts does instructional materials have in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra State?

Table 1: Teacher's Mean Responses on the Impact of Instructional Materials in Improving Pupils with Dyslexia in Public Primary Schools in Ekwusigo L.G.A. of Anambra State.

S/N	Impact of instructional materials in improving pupils with dyslexia	X	DECISION
1	Instructional materials influence pupils to attempt exercises in areas they once shy away from.	3.3	Agree
2	Instructional materials help dyslexic children to master the essential skills in words recognitions and pronunciation.	2.8	Agree
3	Audio and audio-visuals materials help them to connect to the reality of what they are learning and experiencing in spelling and sound recognition.	3.4	Agree
4	Dyslexic children show great interest to learn when instructional materials are involved in learning new words.	3.0	Agree
5	Children express themselves well in storytelling and reading when flashcards and posters are involved.	2.7	Agree
6	Page reading and comprehension seems easy when posters and pictures are used.	2.9	Agree
7	Practices and drills with instructional materials accelerate children's reading and speaking attributes.	3.2	Agree
8	Blending and pronunciation of words are easier when instructional materials are used in instruction.	3.0	Agree
9	New words derived from lessons taught with instructional materials are easily learnt, spelt and retained.	2.6	Agree

The data presented in table 1 showed the mean scores of the entire items are above 2.50. Based on the mean ratings, all the items in table 1 showed that the respondents agreed with the entire items presented as the impacts of instructional materials in improving pupils with dyslexia.

Research Question 2: What are the factors militating against the use of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra State?

Table 2: Teacher's Mean Responses on the Factors Militating Against the Use of Instructional Materials in Improving Pupils with Dyslexia in Public Primary Schools in Ekwusigo L.G.A. of Anambra State.

S/N	Factors militating against the use of instructional materials in improving pupils with dyslexia	X	DECISION
10	The school management provides adequate instructional materials for use during English studies.	1.8	Disagree
11	High cost of materials and Lack of fund to purchase suitable materials to assist dyslexic children.	2.6	Agree
12	Lack of non-projected materials like flips and flash cards to use for pupils with dyslexia.	2.9	Agree
13	Inability of teachers to improvise instructional materials to assist learning and understanding when not available.	2.5	Agree
14	Inability of the teacher to create time during lessons to involve the usage of instructional materials while teaching.	3.3	Agree
15	Inadequate knowledge on the right selection and usage of suitable instructional materials to address the difficulties dyslexic pupils face.	3.2	Agree
16	Poor maintenance culture to the usage and storage of instructional materials.	2.7	Agree
17	Teachers show insufficient concern and interest in using instructional materials to teach dyslexic children.	1.9	Disagree

Date presented in table 2 indicates that items number 11, 12, 13, 14, 15 and 16 with mean scores of 2.6, 2.9, 2.5, 3.3, 3.2 and 2.7 respectively were agreed by the respondents and, items number 10, and 17 with mean scores of 1.8 and 1.9 respectively were disagreed by the respondents. Therefore, the table revealed the factors that are militating against the use of instructional materials in improving pupils with dyslexia are items number 11-16.

Discussion

The findings in table 1 revealed that instructional materials influence pupils to attempt exercises in areas they once shy away from, instructional materials help dyslexic children to master the essential skills in words recognitions and pronunciation, children express themselves well in storytelling and reading when flashcards and posters are involved, page reading and comprehension seems easy when posters and pictures are used and practices and drills with instructional materials accelerate children's reading and speaking attributes among others are the impact of instructional materials in improving pupils with dyslexia in public primary schools in Ekwusigo L.G.A. of Anambra State. The findings are in line with that of Anigbogu (2012), who posits that instructional materials help pupils to understand, comprehend, and performs better when applied in their teaching. The findings are also in agreement with that of Obasi (2013), who posits that instructional materials are pupils and teacher friendly which helps the teacher to teach better and the pupils to learn joyfully and retain better. Similarly, Unamba, Onyepandu and Nwebo (2015), posits that the use of instructional materials gives the pupils the exposure and opportunity to interact, actively engage in the learning process and thereby attain maximum potentials.

The findings in table 2 revealed factors that militate against the use of instructional materials in teaching and improving pupils with dyslexia. From the findings, it revealed that the school management provides adequate instructional materials for use during English studies, high cost of materials and lack of fund to purchase suitable materials to assist dyslexic children. lack of non-projected materials like flips and flash cards to use for pupils with dyslexia and inability of teachers to improvise instructional materials to assist learning and understanding when not available among others. The findings are in agreement with that of Dyslexia Foundation of Nigeria (2017), who posits that teachers lack the basic understanding of dyslexic learning conditions which requires them to be creative and strategically engage the children with teaching aids in an attempt to enhance their performance in area of their learning difficulties. The findings are in consonance with that of Simplinotes (2019), who posits that how effective the teaching and learning process becomes depends merely on the knowledge and masterly of the teacher to make suitable decisions that will help them to demonstrate their content easily to their learners and improve learning.

Conclusion

The education objectives at this level are of utmost important especially in inculcating permanent literacy and ability to communicate effectively. Learning disability like dyslexia that pose as a stumbling block in achieving these educational objectives should be seen as a great enemy to the future of these children and the development of the society; and as such should be defeated with any teaching strategy and materials. To get to the core of this objective and to assist learning process, instructional materials that helps dyslexic pupils to assimilates, retain and memorize content easily have to be involved during teaching by teachers. This involvement is sure to make dyslexic pupils too control anxiety and pace of learning, promote better understanding and as such, help them to overcome their learning difficulties and improve. The availability and use of instructional materials is a top priority in increasing the effectiveness of teaching dyslexic children and, teachers alone cannot provide all the needed supporting materials to foster an effective teaching and learning process with dyslexic children. It can be considered that if these are not maintained properly and available in adequate amount for teachers to utilize, then dyslexic pupils will not be able to learn properly to improve. If such problems are not corrected or improved at this level which serves as the bedrock of education, the future of these children will be in jeopardy which may influence their academic and social life, denying them the right to contribute to the development of their society and nation at large.

Recommendations

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

1. The state Government and school authorities should help in providing instructional materials for effective teaching of children with dyslexia by teachers.
2. Teachers should always consider the use of suitable instructional materials in handling dyslexic pupils and also crates enough time during teaching process to involve its usage.
3. Teachers should be encouraged to improvise instructional materials when not available to ensure that their lesson objectives are achieved and also map out special time and classes for dyslexics in their class.
4. Teachers should grow the necessary maintenance culture in using and storing instructional materials that is available to them or able to improvise. This will ensure continues usage and longevity of theses available and improvised instructional materials.

5. The government should partner with private sectors like the Dyslexia Foundation of Nigeria in creating much needed dyslexia awareness for everyone, especially for teachers, through workshop and seminars-training in producing professionally enlighten teachers. This would go a long way in reducing the stereotype and labeling directed towards the dyslexics in the society.

References

- Akude, I. (2004). *A handbook on education technology*. Owerri: Bormaway press.
- Anigbogu, N.C. (2012). *Instructional materials in teaching language in public primary school: Availability, utilization and implementation*. Enugu, Enugu: San press.
- California Education Code. (2019). *Department of education: Lost or damaged instructional materials liability*. Retrieved from www.cde.ca.gov/ci/cr/cf/instrumatliable.asp
- Dyslexia Foundation of Nigeria. (2012). *The first national conference dyslexia in Nigeria*. Retrieved from www.dyslexiafoundation.org.ng/the-first-national-conference-on-dyslexia-in-nigeria
- Federal Republic of Nigeria. (2013). *National policy on education (6th Ed)*. Lagos: NERDC.
- Gavin, R. (2011). *An overview of recent research*. London, England: Routledge press.
- Ikediashi, A.E. (2012). Dyslexia: causes, management and implication for Nigeria primary school child. *Africa Research Review*, 6 (2), 258 – 265.
- International Dyslexia Association. (2017). *Dyslexia in the classroom: What teachers need to know*. York road, Baltimore: Author.
- Lawal, I. (2018, February 01). *Dyslexia and the challenges of teachers and parents*. Retrieved from www.guardian.ng/dyslexia-and-the-challenges-of-teachers-and-parents/amp/
- Learning Disability Association of America. (2019). *Types of learning disability*. Retrieved from www.idaamerica.org/types-of-learning-disability
- Learning Disability Association of Canada. (2017). *Official definition of learning disabilities*. Retrieved from www.idac-acta.ca/official-definition-of-learning-disabilities
- Muskan. (2017). *True meaning of education – biyani group of collages*. Retrieved from www.biyanicollage.org
- Obasi, M. (2013). *Instructional materials in teaching – users, learning and importance*. Retrieved from www.gistrarea.com/instructional-materials-teaching-examples-importance
- Pham, S. (2015). *Teachers' perception on the use of math manipulations in elementary classroom*. University of Toronto, Ontario: International Licensed Press.

- Reid. (2012). *Dyslexia and inclusion: Classic approaches for association, teaching and learning*. London: Routledge press. DOI: <https://doi.org/10.4324/19780203108833>
- Simplinotes. (2019). *Factors affecting teaching: Teaching, learning, support materials, instructional environment and institution*. Retrieved from www.simplinotes.com/factors-affecting-teaching/
- Ugwu, A. B. C. (2008). *Element of special education for higher education: Learning disability. (RE)*. Enugu, Enugu: Fred-ogah press.
- Unamba, E. C., Onyepandu, N., & Nwaebo, I. E. (2015). Effect of games and poem enhanced instruction on pupils' achievement in mathematics. *Journal of Research and Practices in Childhood Education*, 1(1), 105 – 118.

Principals Application of Technological Security Management Practices for Curbing Security Threats in Secondary Schools in Anambra State

Onuorah, Helen. C. (Ph.D)¹, Eziamaka, Chika N. (Ph.D)², & Ofojebe, Edna N. (Ph.D)³

¹⁻² Department of Educational Management and Policy

³ Department of Guidance and Counselling

Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Abstract

The study determined principals' application of technological security management practices for curbing security threats in secondary schools in Anambra State. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The study was a descriptive survey. The population of the study comprised 258 principals in public secondary schools in Anambra State. A validated structured questionnaire was used for data collection. The reliability of the instrument was tested Cronbach Alpha reliability method which yielded a score of 0.72 for internal consistency and was deemed high for the study. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypothesis was tested with t-test at 0.05 level of significance. Findings revealed that principals utilized technological security management practices for curbing security threats in secondary schools in Anambra State at a very low extent. It was also revealed that male and female principals in rural and urban public secondary schools did not differ in their opinion on the extent they apply technological security management practices in public secondary schools in Anambra State. Based on these findings, the following recommendations were made among others, that principals of public secondary schools should improve their knowledge on technological security management tools and gadgets by purchasing books, school security manuals and security journals among others. It was also recommended that the Federal and the State Government through the federal and state ministries of education and the Post Primary School Service Commission (PPSSC) should make available funding for the purchase and installation of technological security gadgets in the federal and state government owned schools.

Keywords: Technological, Security Management Practices, Principals, Public, Secondary Schools

Introduction

The school is integral to a child's training and development. This is because the school is the centre where the teaching and learning process takes place thus the need to emphasize the need to ensure the safety of the children, teachers and other personnel in the school. The school is defined as a place where individuals are prepared for the part they are going to play in society (Burton, 2008). Thus, schools are institutions where individuals go to learn, develop and get an education in order to prepare them for their future. Formal schooling in Nigeria is carried out at pre-basic, basic (which includes primary schools and junior secondary 1-3), senior secondary and tertiary levels of education. Secondary school education is the phase of education students receive

after primary school and before the tertiary education. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level. The aim of secondary education is to develop in a child better literacy, numeracy and communication skills. According to the Federal Government of Nigeria (FGN) (2013), the broad goals of secondary education is to prepare people for useful living in the society and for higher education. Secondary education helps to inspire students with the desire for self-improvement and achievement of excellence; raises a generation of people who can think for themselves, respect the views and feelings of others and respect the dignity of labour (FGN, 2013). However, it appears that the insecurity and unsafe school environment is a problem to achieving the above aims of secondary education.

This is evident in the high rate of indiscipline which is visible in students who are victimized in schools by fellow students, teachers, cultists and kidnappers. This is further enunciated by the plethora of school violence in some parts of Anambra State. Sadly, cultism and cult activities have been on the increase among secondary school students in Anambra State (Usman, 2016). According to Usman, there is rarely any academic session without reported incidents of cult related violent clashes in most secondary schools in the country, which usually result in the loss of lives of promising youths. This situation is not different in Anambra State where the State Police Command has consistently arrested young boys and girls of secondary school age in all manners of cult related activities (Kalu, 2016). This situation has increased the call by stakeholders in education on the need for the adoption of effective security practices by principals and managers of secondary schools in Nigeria and Anambra State in particular so as to forestall incidents of security threats on students and staff.

Security is defined as the degree of protection against danger, damage, loss and crime. In the views of Van Jaarsveld (2011), security is a form of protection where a separation is created between the assets and the threat. Thus, security is the precaution taken to safeguard an environment from impending danger or injury. School security is the establishment and maintenance of protective measures that ensure a state of inviolability from hostile act or influences (Menkiti, 2012). This is to say that security measures are to be reinforced to keep students, teachers, other workers and the environment free from harm and danger. Creating and

maintaining secure environment needs clear understanding and management by all, students, teachers and non-teaching staff.

Despite the benefits of maintaining security in secondary schools in Nigeria and Anambra State in particular, it appears that school principals, who are the chief executive officers of public secondary schools, are failing to apply technological security management practices or measures in their schools. This claim is further evidenced by the prevalent incidence of bullying, gansterism and cultism which is prevalent in secondary schools (Ojo, 2016). Ojo further noted that principals must be concerned not only with the quality of instruction, but also with the maintenance of safety and security in the school. It thus becomes important that principals are made to realize the importance of the application of technological security management practices in their schools.

Technology has just like in every other aspect of life has enormous benefits in ensuring school safety. Technological security management practices are aspects of security management that deals with the application of technological tools and equipment in preventing and combating insecurity (Mastisa, 2011). Van Jaarsveld (2011) opined that technological security management practices, as adjunct to physical security management, can be excellent tools and make great contributions to the safety of scholars and staff as well as reducing violence in schools. The aim of using security technologies is to reduce the opportunities to commit crimes or violence, to increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute (Van Jaarsveld, 2011).

There are various security technologies that can be implemented within a school. These could include closed circuit television (CCTV) systems, including the videoing and storing of video surveillance footage whether analogue or digital; intruder alarms; metal detectors or hand-held detectors; x-ray machines and/or card reader systems (Lombaard & Kole, 2008). This security management practice will assist in reducing the probability of occurrence and the impact that crime and violence has on the school environment. However, in the past security technologies were seldom implemented and used in schools as part of school security. This is because of failure of some principals to adapt to the changes in technology. In another vein, the location of school has been blamed as a factor influencing principals' application of technology security management practices. According to Mastisa (2011), principals in urban schools will be faced with greater security threats than those in the rural area. The location of a school can give rise to many threats

to the school community and the ability of principals to utilize these technological security management practices. Furthermore, gender has also been advanced as an important factor that could influence principals' application of security management strategies.

Mastisa (2011) observed that gender plays important role in the way principals administer and manage security in their schools. Gender analysis recognizes that the realities of men's and women's lives are different, and that equal opportunities do not necessarily mean equal results. Oyoyo (2014) opined that gender can influence principals' decision-making capacity with regards to school management. However, these views have not been empirically proven to be the case among secondary school principals in Anambra State. It is against this background that the researcher empirically investigated principals' application of technological security management practices for curbing security threats in secondary schools in Anambra State.

Statement of the Problem

In recent times, the security situation in Anambra State has given parents, teachers, students, principals and educational administration alike a cause for concern and worry. This is heightened by the increasing rate of cult activities among secondary school students in the State which has resulted in arrests, injuries and deaths of secondary school students in criminal and cult related activities in secondary schools in the State.

The researchers are worried that these cases endanger the lives of students and teachers in the school and reinforce the need for the application of technological security management practices to forestall security threats in their schools. However, the level of application of these technological security management practices by secondary school principals in Anambra State is not clearly known. Hence, the need for the study.

Purpose of the Study

The study ascertained principals' application of technological security management practices for curbing security threats in secondary schools in Anambra State.

Research Questions

1. To what extent do principals apply technological security management practices for curbing security threats in secondary schools in Anambra State?

Hypotheses

- HO₁: There is no significant difference in the mean ratings of principals of rural and urban secondary schools in Anambra State on the extent they apply technological security management practices for curbing security threats.
- HO₂: There is no significant difference in the mean ratings of male and female principals of secondary schools in Anambra State on the extent they apply technological security management practices for curbing security threats.

Method

The study determined principals' application of technological security management practices for curbing security threats in secondary schools in Anambra State. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The study was a descriptive survey. The population of the study comprised 258 principals in public secondary schools in Anambra State. A validated structured questionnaire was used for data collection. The instrument was validated by three experts. The Cronbach Alpha method was applied on the data gathered from the pilot study and the co-efficient value of 0.72 was obtained for internal consistency which was deemed high for the study. The questionnaire was structured on a five-point response categories of Very High Extent (VHE) (5), High Extent (HE) (4), Moderate Extent (ME) (3), Low Extent (LE) (2) and Very Low Extent (VLE) (1). The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to answer the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The decision rule was done using the real limits of numbers on the 5-point rating scale. The null hypothesis was tested with t-test at 0.05 level of significance. Where the calculated t-value is less than the critical value of t, it means that there was no significant difference in respondents' mean ratings and the hypothesis was accepted. Also, where the calculated t-value is equal to or greater than the critical t-value, it means that there was significant difference in the respondents' mean ratings and the hypothesis was rejected.

Results

Research Questions 1: To what extent do principals apply technological security management practices for curbing security threats in secondary schools in Anambra State?

Table 1: Principals Mean Ratings on the extent they Apply Technological Security Management Practices for Curbing Security Threats in Secondary Schools

S/NO	Physical security management practices:	Rural			Urban			Male			Female		
		X	SD	D	X	SD	D	X	SD	D	X	SD	D
1.	Issuing electronic key cards to specific staff members so to restrict access to outsiders for effective administration of public secondary schools	1.23	0.42	VLE	1.45	0.35	VLE	1.29	0.54	VLE	1.35	0.38	VLE
2.	Using the metal detectors to check students bags at the school point of entry for effective administration of public secondary schools	1.09	0.28	VLE	1.18	0.38	VLE	1.21	0.44	VLE	1.22	0.29	VLE
3.	Installing close circuit cameras at strategic points in the school premises for effective administration of public secondary schools	1.50	0.57	LE	1.59	0.23	LE	1.61	0.57	LE	1.52	0.38	LE
4.	Using biometrics technologies (like finger prints scanners, iris readers, hand vein readers and facial recognition technology) to clear admit students into the school premises for effective administration of public secondary schools	1.09	0.27	VLE	1.40	0.42	VLE	1.47	0.34	VLE	1.30	0.32	VLE
5.	Installing remote lockdown systems in the school for effective administration of public secondary schools.	1.10	0.32	VLE	1.13	0.47	VLE	1.32	0.28	LE	1.41	0.38	VLE
6.	Implementing an electronically controlled access system for effective administration of public secondary schools.	2.31	0.52	LE	2.42	0.41	LE	2.10	0.38	LE	2.12	0.41	LE
7.	Implementing a computerized biometric staff database system for effective administration of public secondary schools.	2.07	0.26	LE	2.13	0.33	LE	2.08	0.28	LE	2.11	0.32	LE
8.	Implementing a computerized biometric student database system for effective administration of public secondary schools.	2.45	0.62	LE	2.10	0.34	LE	2.15	0.41	LE	1.59	0.61	LE
9.	Installing of panic and burglar alarms for effective administration of public secondary schools.	2.08	0.46	LE	2.40	0.62	LE	2.38	0.35	LE	2.24	0.51	LE
10.	Implementing an electronic mass notification system for parents and staff (cell phones, e-mail, pagers etc.) for effective administration of public secondary schools.	2.19	0.56	LE	2.32	0.46	LE	2.33	0.46	LE	2.12	0.34	LE

11.	Utilizing electronically powered visitors' badges to make them easily spotted while in the school premises for effective administration of public secondary schools.	2.20	0.38	LE	2.11	0.42	LE	2.18	0.30	LE	2.15	0.48	LE
Grand Mean		1.75	0.42	LE	1.84	0.40	LE	1.83	0.40	LE	1.74	0.50	LE

Data in Table 1 reveal that the respondents apply 7 items for curbing security threats in public secondary schools with mean ratings ranging between 1.50 to 2.38 at a low extent. They also rated 4 items for effective administration of public secondary schools with mean ratings ranging between 1.09 to 1.47 at a very low extent. The grand mean scores of 1.75 for principals in the rural area and 1.84 for principals in urban areas shows that public secondary school principals in Anambra State apply technological security management practices for curbing security threats in public secondary schools at a low extent. Similarly, the grand mean scores of 1.83 for male principals and 1.74 for female principals also indicate that the extent of application technological security management practices for curbing security threats in secondary schools in Anambra State at a low extent. Standard deviation scores for all the items are within the same range which shows that the respondents are not wide apart in their rating.

Hypothesis 1: There is no significant difference in the mean ratings of principals in rural and urban secondary schools in Anambra state on the extent they apply technological security management practices for curbing security threats.

Table 2: t-test Analysis on the Mean Ratings of Principals in Rural and Urban Secondary Schools in on the extent they Apply Technological Security Management Practices

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Rural Principals	122	1.75	0.42	236	0.05	0.18	1.96	Not Significant
Urban Principals	116	1.84	0.40					

Data in Table 2 show that the calculated t-value of 0.18 at 236 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the location of the respondents did not significantly affect their application of technological security management practices for curbing security threats in secondary schools in Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 2: There is no significant difference in the mean ratings of principals in secondary schools in Anambra state on the extent they apply technological security management practices for curbing security threats based on gender.

Table 3: t-test Analysis on the Mean Ratings of Male and Female Principals in Secondary Schools in on the extent they Apply Technological Security Management Practices

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male Principals	86	1.83	0.40	236	0.05	-1.33	1.96	Not Significant
Female Principals	152	1.74	0.50					

Data in Table 3 show that the calculated t-value of -1.33 at 236 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the gender of the respondents did not significantly affect their application of technological security management practices for curbing security threats in secondary schools in Anambra State. Therefore, the hypothesis is accepted.

Discussion

Findings on the research question revealed that principals of public secondary schools in Anambra State apply technological security management practices at a very low extent. This finding is in line with the finding of Schneider (2010), who posits that technological security tools can be excellent tools and a great contribution to the safety of scholars and staff in schools and in reducing the violence in schools. They have, however, to be applied correctly within the school environment and be maintained after the installment, otherwise they will not be effective. The finding is in agreement with that of Rich (2012), who posits that technologies can assist a school by providing information that would not otherwise be available, they can free-up manpower and they can, in-the-long-run, be cost- effective for a school. Similarly, this finding is in consonance with that of Ike (2015), who posits that secondary school administrators do not apply technologies in management of school security in Nigeria. Ike called for the sensitization of school principals as well as educational administrators on the importance of applying technology in school security procedures. Furthermore, findings also showed that principals do not differ significantly in their mean ratings on their application of technological security management practices based on location. It was also revealed that principals do not differ significantly in their mean ratings on their application of technological security management practices based on gender. This is in line

with Ike (2015) who revealed that both male and female heads as well as public and private schools' heads had no significant mean differences regarding technological security measures at secondary level schools. Ike further noted that secondary school principals seldom applied technology as tools for maintaining school security because of lack of funds and lack of technical know-how.

Conclusion

Based on the findings of the study, the researchers conclude that principals do not apply technological security management practices for curbing security threats in public secondary schools in Anambra State. This might be a major factor for the increase rate of undetected and preventable criminal activities in and around public secondary schools in Anambra State. It therefore becomes imperative that concerted efforts are made to formulate measures to forestall the security threats in and around the schools.

Recommendations

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

1. Principals of public secondary schools should improve their knowledge on technological security management tools and gadgets. They can do this by purchasing books, school security manuals and security journals among others.
2. The federal and the state governments through the federal and state ministries of education and the Post Primary School Service Commission (PPSSC) should organize workshops and seminars that will expose principals on the latest technological tools for ensuring security in their schools.
3. The federal and the state governments through the federal and state ministries of education and the Post Primary School Service Commission (PPSSC) should make available funding for the purchase and installation of technological security gadgets in the federal and state government owned schools.
4. Public secondary school principals can go into public-private partnership with high-tech security organizations for the provision of basic security gadget like CCTV systems and intruder alerts in and around the school premises.

References

- Burton, P. (2008). *Merchants, skollies and stones: Experiences of school violence in South Africa*. Cape Town: Centre for Justice and Crime Prevention.
- Federal Government of Nigeria. (2013). *National policy on education*. Lagos: NERDC Printing Press.
- Ike, A. O. (2015). Security management situations in public Secondary schools in North Central Zone of Nigeria. *A Doctoral Dissertation*, Department of Educational Foundations, University of Nigeria, Nsukka.
- Kalu, V. (2016). *Blood, more blood as cult clashes spread*. Retrieved from [www.
http://sunnewsonline.com/blood-more-blood-as-cult-clashes-spread](http://sunnewsonline.com/blood-more-blood-as-cult-clashes-spread)
- Lombaard, C. & Kole, J. (2008). *Security principles and practices, SEP111A: Units 1-10*. Pretoria: University of South Africa.
- Menkiti, A. (2012). *The right to education. Action guide–aid Nigeria*. Retrieved From <http://www.vanguardngr.com/2012/02/orgo-condems-rape> incidentinschoolsharponsexeducation.
- Ojo, J. (2016, March 13). Making Nigerian schools safe. *The Authority*.
<http://authorityngr.com/2016/03/Making-Nigerian-schools-safe/>.
- Rich, M. (2012, December, 18). School officials look again at security measures once dismissed. *The New York Times*. Retrieved from http://www.nytimes.com/2012/12/19/education/after-newtown-shootings-schools-consider-armed-security-officers.html?_r=0
- Schneider, T. (2010). *School security technologies*. USA: National Clearinghouse for Educational Facilities
- Usman, M. (2016). *Police nab secondary school students in cult activities*. Retrieved from <http://infonigeria.com/police-nab-secondary-in-cult>
- Van Jaarsveld, L. (2011). An investigation of safety and security measures at secondary schools in Tshwane, South Africa. *A Master's thesis*, University of South Africa.

Home-School Collaboration: Strategy for Effective Learning in Pre-Primary and Primary Schools in Awka South LGA of Anambra State

Nweke, Maryann C¹., Prof. Faith. E Anyachebelu²., & Mbach, Roseline A³

¹⁻³Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

This study examined home-school collaboration: strategies for effective learning in pre-primary and primary schools in Awka South LGA of Anambra state. The study was guided by two research questions. It adopted descriptive survey research design. The population comprised of 3783 pre-primary and primary school parents in Awka South L.G.A. Simple random sampling was employed to select 40 pre-primary school parents and 110 primary school parents from 15 pre-primary and primary school selected for this study, making a total of 150 parents selected for the study. Instrument for data collection in this study was a structured questionnaire with 17 items titled 'Home-School Collaboration Questionnaire' (HSCQ) for parents. The instrument was validated by three experts. Cronbach Alpha was to determine the reliability of the instrument and the overall reliability of 0.71 was obtained. Mean was used to analyze the research questions. The findings from the study revealed that Home-school collaboration through homework completion, teaches pupils to work independently and develop self-discipline among others are ways parents involve themselves in the education of their children in pre- primary and primary schools. Findings also revealed that project enhances learning among pupils and that project based learning provides pupils with opportunities to drive home their own learning among others are the strategies parents and teachers use for effective learning in pre-primary and primary schools. Based on the above findings, it was recommended among others that school heads should encourage home-school collaboration in pre-primary, primary schools to give parents opportunities to contribute to the education of their children.

Keywords: Home-school collaboration, parental involvement, pre-primary, primary

Introduction

Starting school is a major life experience for children and their families. It is a developmental milestone for children and their families. In other words according to Weissberg and Dusenbury (2011), both schools and families have essential roles to play in promoting children's positive development and academic performance. When educators and parents work together as partners, they create important opportunities for children to develop social, emotional and academic competencies. Thus, home-school collaboration is the parental involvement in their children's learning process (Emerson, Fear, Fox & Sanders, 2012). It is the working together of both the parents, educators and the school management towards a common goal or a set of goals.

Home school collaboration is a reciprocal process that occurs between the parents and the educators who share in the common decision making regarding mutually determined goals and solutions related to children from whom all parties share interest and responsibility. Therefore, the parents and educators involved in collaboration are pooling their resources together to create a cooperative interdependence relationship. According to Anderson (2010), the learning process and molding of a child and its responsibilities is internally regulated by parents who are at home and externally regulated by the teachers who teach them in school. Regulating children's behaviour according to Bethesda (2012), is an essential part of every day school life. Gorey (2001), also maintained that early childhood is a period when children begin to acquire their personality traits, moral behaviour, habit formation, and social interaction and communication skills. This is why the active participation of parents and educators in the development of behavioral, intellectual and personal skills in the children is very important.

A child's education can be greatly enhanced by their parents' involvement in the classroom and at home. The concept of home-school collaboration is essential for effective learning of children especially at the early stage of development, in order to catch them young (Pianta, 2000). Early learning experiences at home are crucial in creating strong foundations for nursery school and beyond. Different forms of collaboration are used at different times, depending on the needs and developmental stages of the child, the availability of parents and educators, as well as personal preferences matters a lot. That means that both the parents and educators need to be available for the children any time they are in need of them. Both the teachers, parents and children need to have some shared expectations of their own, and each other's roles and responsibilities. Parents have more complete knowledge about their individual child. Teachers are informed about learning and behavior appropriate for the deferent ages and grades of the children. Each of them sees the child in different settings and may have different expectations for performance. Both views need to be valued.

Christenson (2001), stated that it is important for educators and parents to understand the concept of the total learning environment – instructional support, home support, and home-school support- when creating successful learning environments for children. The benefits of home-school collaboration, which extend far beyond the notion of involving parents in activities (e.g., home support for learning, volunteering), according to (Crozier, 2012) are many and varied. They

include the power of shared educational goals for countering information from competing sources such as media and peers. (Desforges, 2003), maximizing opportunities for students to learn at school and at home, building social capital for students through mutual support efforts of families and educators. Also enhancing communication and coordination among family members and educational personnel, maintaining home-school continuity in programs and approaches across school years, sharing ownership and commitment to educational goals in order to increase understanding and pooling of resources across home and school, which increases the range and quality of solutions, diversity in expertise and resources, with integrity of educational programs. In order to achieve this collaboration, Weissberg, & Dusenbury, (2011) identified the following strategies to be followed for effective Learning. Enriching child's home learning environment, attend parent-teacher/students conference, use of homework helper and share information about classroom policies and practices.

Parental involvement in the learning and education of children therefore, means that they should be available for them when needed. According to Weissberg, & Dusenbury (2011), when parents and teachers use similar strategies to foster effective learning, it eases the transition between home and school and create consistency and continuity in expectations for behavior, which enhances not only children's developing skills but also the relationships between children and their parents, teachers and peers. So parents need to be friends, facilitators and teachers in order to encourage learning. Staying in touch with the children's school, overseeing their assignments, helping them prepare for tests and their projects can be a great encouragement. Communication with the concerned educators at school to keep them informed about the children's life at home and getting feedback on his or her academic and other developmental activities is very essential. Parents must not leave everything for the educators; they need to spend maximum time with their children to know about their experiences, problems and progress as it concerns school. Achieving effective collaboration with the school is a particularly important issue for families, as it can help in achieving academic success (Crozier, 2012). Adequate parental involvement throughout their children's school life is the key to these students achieving good results, despite the adverse expectations deriving from their situation. Reynolds (2005), in support that parents' involvement in home-school may be a first step towards their involvement with children's learning and schools may be able to support this kind of involvement in relation to learning. Thus, as in

Henderson & Mapp (2002), home-school relationship is significant in facilitating children's learning for achieving positive result.

Parents' involvement with children's learning at home occurs when parents show an interest in their children's education within the parent-child relationship, talk about learning with their children, model high educational aspirations and successful social and emotional approaches and demonstrate their educational values to their children. Parent's involvement with school activities has impact on children's achievement in connection to learning activities. Schools that are successful in supporting parents' involvement with children's learning are consistently demonstrating improved learning outcomes.

In this home-school collaboration, both the parents and educators share with the children simultaneously the benefit of health, and academic progress in life (Davies, 2011). Parents really need to understand and appreciate the educators in the process of learning in schools and for positive results (Reynolds, 2005). The parents also have the opportunity to recognize numerous hidden skills while working with the children in different areas. The educators alone cannot address all of the children's developmental needs. The meaningful involvement of parents and support of the educators are essential, (Virginia Department of Education, 2002). The need for a strong partnership between schools and families to educate the children is important because when the children heard the same messages from the educators and parents, they understand that they were expected to uphold the same standard at home and at school. Wilt (2008), Lin & Bates (2010), upholds that, "educators can help parents devise learning environments and activities in the home or daily living setting to support and encourage child development. In line with, Moore & Lasky (1999), parents' participation in helping their children with homework, attending parents-teachers-students conference, and having special consultations on their children's problems improves their children's academic achievement. While Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones (2001), maintains that parent participation in the school also include the establishment of structures, participate in homework completion, teaching for understanding, and developing children's learning strategies. Home-school collaboration is an important step in supporting a child's positive engagement in the learning and social aspects of school life. Parents and schools have a common goal; to see children develop the skills for life and learning, to see children succeed, and to see children happy. It helps students to develop more positive attitudes towards

school, improved behaviour both at school and at home. It also increases homework completion with greater participation in school activities (Reschly & Christenson, 2012). It enhances parental confidence, more positive experiences with teachers and schools. It improved communication with children concerning school activities, and increased confidence in their role of supporting homework completion.

To the Teachers: Increases job satisfaction, improves communication and positive relationships with families. It also Increase confidence in management of behavioural and learning challenges which leads to the development of positive partnership of homes and schools. Developing effective partnerships across homes and schools first requires an understanding and belief that parents and teachers are doing the best they can within the constraints of policy, time, life demands, knowledge, experiences and personal or work based resources. In developing positive partnerships families and educators work together as ‘active and equal partners who share responsibility for the learning and social successes of all students’ (Bethesda, 2012). Home-school partnerships are focused on setting joint goals for a child and ensuring consistency and continuity in how these goals are achieved across home and school. Hornby (2011), states that positive partnerships are ongoing and responsive in recognition of the ever-changing learning and social demands on children as they move through their education careers.

Statement of the Problem

Successful learning and education of children depends on the effective partnerships of the home and school involvement. Observation shows that the high number of working and busy parents today affects this partnership. It is assumed that many children in pre-primary and primary schools are left alone in the hand of school teachers by their parents for learning and education. Such children are sent to school in the morning and are returned home at evening by the parents, on reaching home both parents and children are worn-out. As a result of busy schedules of the parents they do not have time to attend to children’s homework or check what the children were taught in the school and know where and how to contribute to their learning. This may account for poor achievement of pupils in pre-primary and primary schools. The goal of enhancing children’s competence, participation, and positive learning and social behaviours cannot be achieved by teachers alone and requires active partnerships with families. As the home has a great influence on the child’s psychological, emotional, social and economic status. The home affects the individual

since the parents are the first socializing agents in the child's life, and when this aspect is being neglected by the parents due to busy schedule which also affects the academic performance of the children. In other words, the children who experience poor home-school relationships and receive conflicting messages between homes and school settings are at higher risk for academic failure than children who witness positive home school relationships. This study therefore focused on investigating home-school collaboration: strategy for effective learning in pre-primary and primary school in Awka south LGA, Anambra State.

Purpose of the Study

Specifically, the study sought to;

1. Examine ways parents involve themselves in the education of their children in pre- primary and primary schools in Awka South LGA
2. Find out the strategies used by the parents and teachers for effective learning in pre-primary and primary of their children in Awka South LGA.

Research Questions

The following research questions guided this study

1. What ways do parents involve themselves in the education of their children in pre- primary and primary schools in Awka South LGA?
2. What are the strategies used by the parents and teachers for effective learning in pre-primary and primary of their children in Awka South LGA?

Method

This study examined home-school collaboration: strategies for effective learning in pre-primary and primary schools in Awka South LGA of Anambra state. The study was guided by two research questions. It adopted descriptive survey research design. The population comprised of 3783 pre-primary and primary school parents in Awka South L.G.A. Simple random sampling was employed to select 40 pre-primary school parents and 110 primary school parents from 15 pre-primary and primary school selected for this study, making a total of 150 parents selected for the study. Instrument for data collection in this study was a structured questionnaire with 17 items titled 'Home-School Collaboration Questionnaire' (HSCQ) for parents. The instrument was validated by three experts. Cronbach Alpha was to determine the reliability of the instrument and

the overall reliability of 0.71 was obtained. A 4-point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point were used to answer the research questions. Arithmetic mean was used to analyzed the data collected. A mean of 2.50 and above was agree while a mean below 2.50 is disagree.

Results

Research Question 1: In what ways do Parents involve themselves in the education of their children in pre- primary and primary schools?

Table 1: Mean Scores on ways parents involve themselves in the education of their children in pre- primary and primary schools.

S/N	Ways parents involve themselves in the education of their children in pre- primary and primary schools	X	DECISION
1	Parents assist their children in homework completion	2.74	Agree
2	Attending parents' teachers meeting in order to follow the academic activities of the school.	3.11	Agree
3	Always do their homework	2.10	Disagree
4	Providing conducive environment at home for learning	2.76	Agree
5	Encouraging children with plays	3.01	Agree
6	Language development	2.82	Agree
7	Visiting their children in school	3.00	Agree
8	Parent's communication with the teachers help to ascertain information about school programs	2.65	Agree
9	Parental involvement in procurement of their children's academic and learning materials also encourages effective learning	3.01	Agree

Table 1 above showed that the respondents agreed to all the items except item number 3 which have mean score of 2.10. The mean score is below 2.50 which is the bench mark for agreement. Every other items have mean score of above 2.50. This shows that all the items listed are the ways parents involve themselves in the education of their children in pre- primary and primary schools except item number 3.

Research Question 2: What are the strategies parents and teachers use for effective learning in pre-primary and primary schools?

Table 2: Mean Scores on strategies used by parents for effective learning in pre-primary and primary schools.

S/N	strategies used by parents for effective learning in pre-primary and primary schools	X	DECISION
10	Motivating for learning at home and in school	2.78	Agree
11	Provision of enriched leaning environment	3.02	Agree
12	Home school collaboration.	2.88	Agree
13	Use of punishment.	1.84	Disagree
14	Parents participation in parent teacher conference	2.64	Agree
15	Involving parent/teacher in mutual relationship to improve learning	2.89	Agree
16	Parents and teachers involvement in school decisions making	2.68	Agree
17	Use of good language of instruction by parents and teachers	3.20	Agree

Table 2 above showed that the respondents agreed to all the items so listed as the strategies parents and teachers use for effective learning in pre-primary and primary schools except item number 13 which have mean score of 1.84. The mean score is below 2.50 which is the bench mark for agreement. Every other items have mean score of above 2.50. This shows that all the items listed are the strategies parents and teachers use for effective learning in pre-primary and primary schools.

Discussion

The findings in Table 1 revealed that parents assist their children in homework completion, attending parents' teachers meeting in order to follow the academic activities of the school, providing conducive environment at home for learning and encouraging children with plays among others are the ways parents involve themselves in the education of their children in pre-primary and primary schools. These findings are in line with that of Weissberg & Dusenbury, (2011), who posits that parents had to partner with school of their children to ensure that certain difficulties are diagnosed of a child and thus, gets information on strategies to handle such difficulties. In line with the above, Crozier (2012), posits that in recent time, parents have realized the need to be

practically involved in their children's academics. From home, they assist their children do their homework, participate in parent teacher meetings to know the plans of the schools towards their academic development of pupils as well as, contribute significantly towards academic goals in such schools. Similarly, Okeke (2014), posits that parents' involvement in their children's education is more cherished when parents' partners with the school management to ensure that the right instruction and discipline are provided for their children.

Findings in Table 2 revealed that motivating for learning at home and in school, provision of enriched leaning environment, home school collaboration, parents' participation in parent teacher conference and involving parent/teacher in mutual relationship to improve learning among others are the strategies used by parents for effective learning in pre-primary and primary schools. These findings are in agreement with that of Adams & Christenson (2000), who posits that positive and proactive relationships between parents and teachers not only facilitate learning but makes the school a second family to the child; the school in this form, enforces mutual relationships that are reinforcing and directed toward improving a children's learning. Also, findings are in line with that of Onyemerekeya (2004), who posits that for parents to ensure that their children are catching up with the desired instruction both in school and at home, parents need to motivate their children to maintain behaviours. These motivations could be verbal, non-verbal and giving of gifts. These findings agree with that of Mansour and Martin (2009), who posits that a quality home environment and parental support contributes towards a student's motivation for academic achievement and learning, which can in turn increase interest in and satisfaction at school. Similarly, are in consonance with that of Odeh, Oguche and Ivagher (2015), who posits that an enriched environment is synonymous to learning and a path to children's expression to nature than a poor environment liable to cause harm. Odeh et al maintained that when children are exposed to an enriched environment, there is learning performance among pupils because such environment is rewarding.

Conclusion

The home-school collaboration strategies is core to children's learning and needs to be embedded for effective learning in schools and at home. The understanding of the nature and importance of the school-home relationship informs the work of the school, and homes respectively.

Recommendations

Based on the findings of the study, it was recommended as follows;

1. School heads should encourage home-school collaboration in pre-primary, and primary schools to give parents opportunities to contribute to the education and learning of their children.
2. School heads in private and public schools should adopt the home school strategies for effective learning at home and school.
3. Parent should adopt certain strategies to help to solidify their children's academics foundation for future academics.

References

- Adams, K., & Christenson, S. (2000). Trust and the family-school relationship: examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology*, 38 (5), 477-497.
- Anderson, R. (2010). Incorporating diversity in preparing children for school: An Australian perspective. *The International Journal of Diversity in Organizations, Communities and Nations*, 10(1), 265–277.
- Bethesda, M. (2012). School-family partnering to enhance learning: Essential elements and responsibilities (Position Statement). *National Association of Psychologists*.
- Christenson, S. & Sheridan, S. (2001), *schools and families: creating essential connections for learning*, New York: Guilford.
- Crozier, G. (2012). *Researching parent-school relationships*. London: British Educational Research Association. Retrieved from: <http://www.bera.ac.uk/resources/researching-parent-school-relationships>
- Davies, D. (2011). *Child development: A practitioner's guide* (3rd ed.). New York: Guildford Press.
- Desforges, C &, Abouchaar, A (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: *A Literature Review*. DfES. (Research Report no. 433),
- Emerson, L., Fear, J., Fox, S. and Sanders, E. (2012). Parental engagement in learning and schooling: Lessons from research. A report by the Australian Research Alliance for Children and Youth (ARACY) for the Family-School and Community Partnerships Bureau: Canberra.
- Hill, N. and Taylor, L. (2004). Parental school involvement and children's academic achievement: *Pragmatics and issues*. *Current Directions in Psychological Science*, 13(4), 161–164.

- Hoover-Dempsey, K Battiato A., Walker, J., Reed, R., DeJong, J, & Jones K. (2005). *Parental involvement in homework*. *Educational Psychologist*, 36(3):195- 209. Available at [http://www.vanderbilt.edu/peabody/family-school/papers/home work. pdf](http://www.vanderbilt.edu/peabody/family-school/papers/home%20work.pdf). Accessed 21 June 2014
- Hornby, G. (2011). *Parental involvement in childhood education: Building effective school family partnerships*. New York: Springer.
- Lin, M. and Bates, A. (2010). Home visits: how do they affect teachers' beliefs about teaching and diversity? *Early Childhood Education Journal* 38. 179-185.
- Mansour, M., & Martin, A.J. (2009). Home, parents, and achievement motivation: A study of key home and. parental factors that predict student motivation and engagement. [http://www.researchgate.net/.../2594119005](http://www.researchgate.net/publication/2594119005)
- Moore S and Lasky S (1999). Parent involvement in education: *Models*, strategies and contexts. Available at <http://www.ernape.net/articles/1999/moore99.pdf>. Accessed 4 June 2013
- Okeke C. (2014) Effective home-school partnership: Some strategies to help strengthen parental involvement: *South African Journal of Education S. Afr. j. educ. vol.34 n.3 Pretoria Mar. 2014*
- Onyemerekeya, C. (2004). *Principles and methods of teaching and learning*. Owerri: Great Versatile Publishers.
- Pianta, R. (2000). *Enhancing the transition to kindergarten*, Charlottesville: University of Virginia, National Center for Early Development and Learning.
- Reynolds, J. (2005). Parents' involvement in their children's learning and schools. How should their responsibilities relate to the role of the state? London: Family and Parenting Institute.
- Reschly, A. and Christenson, S. (2012). Moving from 'context matters' to engaged partnerships with families. *Journal of Educational and Psychological Consultation*. 22(1-2) 62-78.
- Virginia Department of Education. (2002). *Collaborative Family-School Relationships for Children's Learning: Beliefs and Practices*. Retrieved from [http://www.doe.virginia.gov/support/student family/familyschool relationships/collaborative family-school relationships.pdf](http://www.doe.virginia.gov/support/student_family/familyschool_relationships/collaborative_family-school_relationships.pdf)
- Weissberg, M. and Dusenbury, I. (2011). School family partnership Strategies to enhance children Social, Emotional and Academic Growth, Newton, National center for Mental Health Promotion and Youth Violence Prevention, *Education Development Center, Inc.*
- Wilt, M. (2008). *Babies with Down Syndrome: A New Parents' Guide*. Susan J. Skallerup (Ed.). Bethesda, MD: Woodbine House.

Extent of Availability and Utilization of Literacy Facilities in Teaching and Learning among Public Primary Schools in Umuahia North LGA of Abia State

Obasi, David C¹, & Prof. Faith E. Anyachebelu²

¹⁻²Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The aim of this study was to determine the extent of availability and utilization of literacy facilities in teaching and learning among public primary schools in Umuahia North Local Government Area, Abia State. The study was guided by five research questions and one hypothesis. The study adopted a survey design. The population of the study comprised of 694 public primary school teachers in the 45 public primary schools in Umuahia North L.G.A. Through simple random sampling techniques by balloting without replacement, 15 schools were selected out of the 45 public primary schools. The researchers also used simple random sampling techniques to sample 13 teachers from each of the 15 schools selected giving a total of 195 teacher respondents. The instrument for data collection was a 22-item structured questionnaire developed by the researchers titled “Availability and Utilization of Literacy Facilities in Public Primary Schools Questionnaire (AULFPPSQ)”. The instrument was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha which yielded a reliability index of 0.76, 0.74, 0.78, 0.70, and 0.81 for the five clusters with an overall reliability of 0.75. The data was analyzed using mean scores. The findings from the study revealed that many literacy facilities ranging from audio, visual and audio-visuals were absent in public primary schools. Mostly available were visual facilities often used by teachers. The non-availability of these materials were due to lack of funds for purchase, location of some schools and activities of robbers in schools. Based on these findings, it was recommended that federal and state government should provide literacy facilities to public primary schools to enhance teaching and learning. It was also recommended that government should employ good security outfit to counter activities of robbers invading schools located in rural areas.

Keywords: literacy, Literacy facilities, teaching, learning

Introduction

Education has been the most essential gift children may receive from their parents and guardians. This precious gift helps them become useful members in their respective societies. The soul of any society depends on education for survival as it passes through generations. In the view of Obidike and Onwuka (2012), education is fundamental to all kinds of development be it human, political, economic, social or intellectual, but more importantly, human resource. Supporting this view, Nwite and Adali (2012) held that education by its nature is one of the foremost and important instruments for change and development in the world today. Since education focuses on societal development, only literate individuals could make this

development a reality. United Nations Development Programme (UNDP) (2000) states that one of the major indicators of development is literacy.

No nation develops when its citizens are illiterates. Literacy is a vehicle for societies to attain their various developmental agenda. Literacy merely means the ability to read and write. Literacy merely means the ability to read and write. UNESCO (2010), defined literacy as the ability of a person to function in all the activities in which literacy is required for effective functioning of a person's group and the community and also for enabling such a person to continue to use reading, writing and calculation for self and the community's development. Ameh (2015), states that in a technological society, the concept of literacy is expanding to include the media and electronic text as can be seen in various study centres especially in computer training centres. Literacy as defined by Alberta Education (2019), is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

In the views of Obidike, Enemuoh and Onwuka (2019), literacy means the ability to use language, numbers, images, computers and other basic means to understand, communicate, gain useful knowledge, solve mathematical problems and use the dominant symbol systems of a culture. Obidike *et al* posit that a person who travels and resides in a foreign country but is unable to read or write in the language of the host country would also be regarded by the locals as illiterate. Oyedele, Olowu and Aiedu in Ameh (2015) identified three concept of literacy which are traditional, or conventional literacy. Functional or work orientation literacy also referred to as basic literacy and remedial literacy. Traditional or conventional literacy also referred to as basic literacy is the learning of the skill of reading, writing and computing. Functional literacy is of immediate use to recipient in his work life. For example, a carpenter is taught words, phrases and sentences that would help him to communicate in his trade. Functional literacy is sometimes referred to as work-oriented, also relevant literacy because it is of immediate use to the recent. Remedial literacy occurs when someone attaches self to an informal setting for the purpose of learning how to read and write and still functions effectively in his society regarding his work. Ampene in Yusuf, Iadan, Usman and Halilu (2013) claims that the usefulness of literacy cannot be denied, the new literate, if properly instructed and made aware that literacy is a tool for liberation and enriched living, gains confidence and dignity. Yusuf *et al* argued that without literacy there cannot be development. The authors further views literacy as a necessary tool for the reduction of poverty. In western education, one would be literate when exposed to a formal school where teaching and learning takes place.

Teaching is a progressive process by which a teacher exposes the learner to different learning experiences. Bordenave and Pereira (2012), defined teaching as an intentional process of making it easier for one or more other persons to learn and grow intellectually and morally, providing them with planned situations for learners to have the experiences needed to produce the desired modification in a more or less stable manner. Teaching as perceived by Kalule and Bauchamina (2013), is an interaction involving the learner, the subject matter, and the teacher. Similarly, Fafunwa in Olaniyan (2015), defines teaching as the action of someone who is trying to assist others to reach their fullest potentials in all aspects of development. Yusuf and Dada (2016), posit that the quality of the education system depended on the quality, quantity and devotion of its teaching work force. In the views of Okotete and Kanu (2008), teaching is a systematic process of transmitting knowledge and understanding which gives rise to a positive change in behavior. The person that transmits the knowledge is the teacher while the receiver is the learner. In this study, teaching is an activity embarked by a teacher who was ab initio, trained and certified. It is also a process embarked by a teacher and with the use of appropriate facilities, helps a learner gain skills, knowledge and experiences necessary for good living. Teaching and learning are by this inseparable because whenever there is teaching, learning must take place.

Learning means gathering and remembering bits of information in accumulative manner. It is marked by countable number of facts and items remembered. Nwamuo (2010), defined learning as relatively enduring change in behavior which is a function of prior behavior usually called practice. According to Zailani (2015), learning is a relatively permanent change in behavior due to practice and experience. Learning occurs after a teacher has passed instructions, knowledge and skills to the learner through means like teaching aids and methods, the learner at this point imbibes what was taught, internalize such knowledge and this could later result to change in behavior of the person. Similarly, Ojo (2012), view learning as a relatively permanent change in behavior as a result of insight, practice, experience or stimuli in the behavior. These definitions are not far from the views of Ghulam, Khurum, Naqvi and Nadeem (2015), that learning is a complex process. It can be defined as a change in disposition; a relatively permanent change in behavior over time and this is brought about partly by knowledge. Olaniyan (2015), also describes learning as something that could come to us unaware since the process of learning begins from the birth of children and continues throughout their life time. Hence, learning occurs when a sort of observable behavioural

changes have taken place in the life of such as individual. When learning is properly utilized, it enables the learners to discover basic ideals in the study and the leaning materials.

Learning can happen as an outcome of a fresh attained skills, principles, perception, knowledge, facts and new information at hand (Adeyanju, in Ghulam, Khurum, Naqvi and Nadeem, 2015). Learning can also be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learner's attention for a while during the instructional process. In the context of this study, learning refers to observed positive change in behavior of a child due to exposure to leaning experiences. It is through teaching and learning that a child learns how to read and write; this is what literacy is all about. However, literacy may not be progressive without availability of literacy facilities in schools.

Literacy facilities are comparable with instructional facilities which all facilitate teaching and learning. Literacy facilities are educative materials which teachers make reference with in carrying out literacy activities I schools. These materials have been given different names. For instance, Nnamuch (2018), referred to it as instructional materials, instructional aids, educational tools, educational media, teaching resources, curriculum materials, instructional resources and educational devices. Olewewe, Nzeazibe and Nzeadibe (2014), posit that the literacy facilities include; textbooks, charts, maps, audio-visual and electronic instructional materials such as computer, multimedia, internet connectivity, radio, tape recorder, television and video tape recorder. Okafor in Obiagwu and Usifo (2008), states that these aids are objects brought into play to emphasize clarity or visualize instructions. They help in effective teaching and are useful in the classroom by evoking in the children the same mental image as in the teachers, thereby helping them to retain what they have learnt. Ofoefuna (2008), posit that educational media are also called instructional materials which teachers needs to incorporate into the teaching learning process to help learners benefits maximally from hearing experience. These literacy facilities in the views of Isola (2010), assist teachers to present their lessons logically and sequentially to the learners. Furthermore, Oluwagbohunmi and Abdu-Raheen (2014) realized that these materials are such that are used by teachers to explain and make learning of subject matter understandable to the students during teaching and learning process. Ashaveri and Igyuve (2013), classify literacy facilities according to senses these materials appeal to, for instance, visual aids which appeals to the sense of sight, audio aids which appeals to the sense of hearing and audio-visuals aids which appeals to the sense of sight and learning. Literacy facilities are very significant as it concerns teaching and learning in primary schools.

Primary school, synonymous to primary education is that type of education made available for children between ages of six to eleven. Similarly, The Federal Republic of Nigeria (FRN) in her National Policy of Education 2013) refers to primary school education as the education given in institutions for children between the ages of six to eleven years plus. Ahmet and Izzet (2013) defined Primary school education as an educational institution where children receive their education prior to their entry into secondary school. Primary school is where basic educational foundation for other levels of education is solidly laid. It is the key to the success or failure of the whole system of education as the rest of the education system is built upon it. It may be a truism that human resource are scattered among primary schools in Nigeria, there also exist material resources like instructional facilities that supports teaching and learning in primary schools. Teachers utilize available facilities in schools for teaching and learning.

The word '*utilization*' is the noun of the verb utilize. The English verb utilize came from the French word '*utilizer*', which came from the Italian word '*utilizzare*' and '*utile*', which means 'usable'. Utilization therefore refers to the use of something or the process of using it effectively (Market Business News (MBN) (2020). The extent teachers utilize literacy facilities determine the extent learners perform academically in school. Primary schools teachers are no exception in this case.

On the other hand, location of a school seems a hindrance to effective distribution and utilization of literacy facilities. Lumpkin (2013) asserts that the location of a school determines the distribution of teaching facilities and their use in classrooms. Epunam (2009) pointed out that schools located in urban areas tend to be well equipped with material resources needed to enhance learning. Similarly, Odeh, Oguiche and Ivagher (2015) found out that schools located in urban areas are well equipped with teaching facilities than schools in rural areas. The researchers are worried because these similarities may have effect towards teaching and learning in primary schools. Against this backdrop therefore, the researchers tend to determine the extent of availability and utilization of literacy facilities in teaching and learning in public primary schools in Umuahia North L.G.A.

Statement of the Problem

Literacy can never be successful in primary schools without the use of prerequisite literacy facilities for teaching and learning. This is because literacy facilities captures pupils' attention, facilitates quick understanding among school children and make the work of the teacher less boring. It is assumed that these literacy facilities are distributed among primary schools both in urban and rural areas in Umuahia North L.G.A. Unfortunately, most children

who passed out from primary schools find it difficult to spell out words or write their names correctly. A few number of them mope at you when requested to perform simple literacy activity like reading from their textbooks while a good number of them find it difficult to match objects with words. However, it has been observed that some primary school pupils in urban schools display little superiority over their colleagues in rural schools when it comes to literacy activities. This observed imbalance in performance and achievements may have future effects on children's future career; there should be equality in academics in primary education since it is the key to success or failure of other educational programme of a child. If truly primary education is the bedrock of other educational systems, great attention need to be paid at this level. The availability and utilization of literacy facilities at this level of education would significantly help children have sound literate foundation which is a sure vehicle for their future performances as they climax to different academic levels. In recognition that there are some available literacy facilities in public primary schools in Umuahia North, the researchers are not sure about the extent these facilities are being utilized by teachers in Umuahia North to facilitate teaching and learning. Based on this gap, it therefore became pertinent to examine the extent of availability and utilization of primary school literacy facilities in teaching and learning in primary schools in Umuahia North L.G.A.

Purpose of the Study

The general purpose of this study is to examine the extent of availability and utilization of literacy facilities in teaching and learning in public primary schools in Umuahia North L.G.A. Specifically, this study seeks to;

1. Find out available literacy facilities in public primary schools in Umuahia North L.G.A.
2. Examine the extent public primary school teachers utilize audio literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A.
3. Find out the extent public primary school teachers utilize visual literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A.
4. Investigate the extent public primary school teachers utilize audio-visual literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A.
5. Examine the extent location of public primary schools affects utilization of audio-visual literacy facilities in teaching and learning among primary schools in Umuahia North L.G.A.

Research Questions

The following research questions guided this study.

1. What are the available literacy facilities in public primary schools in Umuahia North L.G.A?
2. To what extent do primary school teachers utilize audio literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A?
3. To what extent do primary school teachers utilize visual literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A?
4. To what extent do primary school teacher utilize audio-visual literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A?
5. To what extent do location of public primary schools affect utilization of audio-visual literacy facilities in teaching and learning among primary schools in Umuahia North L.G.A?

Hypothesis

The null hypothesis was tested at 0.05 level of significance

H₀₁: There is no significant difference in the mean response of urban and rural teachers on the utilization of literacy facilities in public primary schools in Umuahia North L.G.A.

Method

The aim of this study was to determine the extent of availability and utilization of literacy facilities in teaching and learning among public primary schools in Umuahia North Local Government Area, Abia State. The study was guided by five research questions and one hypothesis. The study adopted a survey design. The population of the study comprised of 694 public primary school teachers in the 45 public primary schools in Umuahia North L.G.A. Through simple random sampling techniques by balloting without replacement, 15 schools were selected out of the 45 public primary schools. The researchers also used simple random sampling techniques to sample 13 teachers from each of the 15 schools selected giving a total of 195 teacher respondents. The instrument for data collection was a 22-item structured questionnaire developed by the researchers titled “Availability and Utilization of Literacy Facilities in Public Primary Schools Questionnaire (AULFPPSQ)”. The instrument was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha which yielded a reliability index of 0.76, 0.74, 0.78, 0.70, and 0.81 for the five clusters with an overall reliability of 0.75. The data was analyzed using mean scores. The level of extent

of the items was determined in relation to the boundary limits as indicated in the four-point rating scale of Very High Extent (VHE) = 3.50–4.00, High Extent (HE) = 2.50 – 3.49, Low Extent (LE) = 1.50 – 2.49 and Very Low Extent (VLE)= 1.00 – 1.49.

Results

Research Question 1: What are the available literacy facilities in public primary schools in Umuahia North L.G.A?

Table 1: Percentage of availability of Literary Facilities in Public Primary Schools

S/N	Items	Available	%	Not Available	%
1	Audio Facilities				
	Radio	7	46.7	8	53.3
	Guitar	3	20	12	80
	Piano	0	0	15	100
	Telephone	0	0	15	100
	Microphone	15	100	0	0
	Bell	15	100	0	0
	Speaker	0	0	15	100
2	Visual Materials				
	Chart	15	100	0	0
	Chalkboard	15	100	0	0
	Textbooks	15	100	0	0
	Models	15	100	0	0
	Pictures	15	100	0	0
	Flashcard	14	93.3	1	6
3	Audiovisual Facilities				
	Television	0	0	15	100
	Computer	0	0	15	100

Table 1 above indicated that available literacy facilities in the 15 schools visited were lacking majorly in audio and audio-visual materials, but had visual facilities which aids teaching and learning.

Research Question 2: To what extent do primary school teachers utilize audio literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A?

Table 2: The extent primary school teachers utilize audio literacy facilities in teaching and learning

S/N	ITEMS	\bar{X}	Decision
4	Radio	2.26	LE
5	Guitar	2.00	LE
6	Piano	1.89	LE
7	Microphone	2.99	HE
8	Telephone	3.27	HE
9	Talking books	2.15	LE
10	Bell	3.02	HE

Table 2 above shows that the mean scores from item 1-7 were 2.26, 2.00, 1.89, 2.99, 3.27, 2.15 and 3.02 respectively. Items 1, 2, 3 and 6 were to a low extent rejected because their mean score are below 2.50. Other items were to a high extent accepted because their mean score were 2.50 and above.

Research Question 3: To what extent do primary school teachers utilize visual literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A?

Table 3: Extent primary school teachers utilizes visual literacy facilities in teaching and learning

S/N	ITEMS	\bar{X}	Decision
11	Chart	2.90	HE
12	Chalk/white board	3.19	HE
13	Textbooks	3.27	HE
14	Models	3.19	HE
15	Pictures	3.10	HE
16	Pictures in fine alphabet books	3.02	HE

Table 3 shows that mean scores from item 8-13 were 2.90, 2.19, 3.27, 3.19, 3.10 and 3.02 respectively. All items were to a high extent accepted because their mean score were above 2.50 the approved mean.

Research question 4: To what extent do primary school teachers utilize audio-visual literacy facilities in teaching and learning among public primary schools in Umuahia North L.G.A?

Table 4: Extent primary school teachers utilize audio-visual literacy facilities in teaching and learning

S/N	ITEMS	X	Decision
17	Television	1.09	VLE
18	Computers	1.92	LE

Table 4 above shows that mean scores from item 14-15 were 1.09 and 1.92 respectively. All items were rejected because their mean score to a very low extent and low extent were below 2.50 the approved mean.

Research Question 5: To what extent do location of public primary schools affects utilization of literacy facilities in teaching and learning among primary schools in Umuahia North L.G.A

Table 5: Extent location of school affects utilization of literacy facilities

S/N	ITEMS	\bar{X}	Decision
19	Use of literacy facilities in village schools is low because robbers cart away these facilities	3.09	HE
20	Literacy facilities used in town schools cannot be stolen by robbers	3.14	HE
21	Lack of access road to some schools hinders distribution of educational facilities and this affects use of literacy facilities in teaching	2.92	HE
22	Teacher knows how to use most literacy facilities are in town schools than in village schools	2.22	LE

Table 5 above shows that mean scores from item 16-19 were 3.09, 3.14, 2.92 and 2.22 respectively. Item 16-18 were on high extent and accepted because their mean score were 2.50 and above. Item 19 was on low extent rejected because its mean score was below the approved mean.

Hypothesis: There is no significant difference in the mean response of urban and rural teachers on the utilization of literacy facilities in public primary schools in Umuahia North L.G.A.

Table 6: t-test on the significance difference in the mean response of urban and rural teachers on the utilization of literacy facilities in public primary schools in Umuahia North LGA

Respondents	N	SD	X	t-cal	Df	A	T-crit	Decision
Urban	98	0.62	0.71	0.103	172	.05	1.98	Accept Null Hypothesis
Rural	76	0.47	0.44					

On table 6 above, t-cal (0.103) is less than t-crit (1.98). The null hypothesis is accepted. This means that both teachers' in urban and rural public primary schools make use of available literacy facilities for teaching.

Discussion

Findings in table 1 revealed the available literacy facilities for teaching and learning in public primary schools in Umuahia North L.G.A. Findings revealed that available audio, visual and audio-visual facilities for teaching and learning in public primary schools in Umuahia North includes bell, microphone, chart, chalkboard, textbooks, models, pictures and flashcards. Other facilities such as radio, guitar, piano, speaker, television and computers were not available. This proves that most primary schools in Umuahia North L.G.A to an extent were lacking some facilities needed in teaching and learning. The low extent of these facilities can be attributed to poor financial power to schools in procurement of needed facilities for teaching and learning. In line with the above findings, Oko (2016) posits that the absent of educational facilities in schools is due to financial limitations and inadequate funding of schools that have plunged schools into a barren system.

Findings in table 2 revealed the extent primary school teachers utilize audio literacy facilities in teaching and learning. Findings revealed that to a high extent, primary school teachers utilize microphone, bell and their mobile phones during teaching and learning. This finding is in line with Nwankwo (2003), who posits that the use of cell phones by teachers for certain learning had helped children become conversant with the use of phone for communication. These children were also allowed manipulate certain electronics at home. Nwankwo further stated that a modern Nigerian pupil can easily turn on and off a television, dial a number and thus, speak with his parents who reside in a distant land. Also, the findings are in agreement with that of Echefu (2005), who posits that the availability and use of microphone and bell could be attributed to their durability and presence in the school garden for teaching children about culture and local communication. Similarly, the findings are in line with that of Nnamuch (2018), who posits that teachers have succeed teaching in the use of their cell phones in teaching children about modern communication because children of this twenty first century are more conversant with its operations.

Findings in table 3 revealed the extent primary school teachers utilize visual literacy facilities in teaching and learning. Findings revealed that to a high extent, visual literacy facilities such as charts, chalk/white board, text books, and pictures were all used by primary school teachers in teaching and learning. These findings are in consonant with Okpala and Onwurah (2009), who posits that most visual facilities found in the classroom include flannel board, pictures, blackboards and flashcards. Okpala and Onwurah pressed that the absence of these facilities in most schools made lessons boring and less academic.

Findings in table 4 revealed the extent primary school teachers utilize audio-visual literacy facilities in teaching and learning. Findings revealed that to a low extent, television and computers were not used in teaching and learning. These findings are in consonance with that of Bakare (2009), who posits displeasure over the state of audio-visual facilities and materials available in schools. To Bakare, absent of audio-visual gadgets such as video players and television in schools limit the effectiveness of the teacher and pupils interest. These findings are in agreement with Fakomogbon (2015), who posits that non provision of audio-visuals for school children had made learning of some school subjects such as English language and mathematics less effective.

Findings in table 5 revealed how location of public primary schools affects utilization of audio-visual literacy facilities in teaching and learning. Findings revealed that to a high extent, the use of literacy facilities in rural public primary schools is low than schools located in urban areas. It was also revealed that to a high extent, robbers hardly invade educational facilities in urban schools as they do in rural schools and that to a high extent, lack of access road to some rural public primary schools hinders distribution of educational facilities which limits their use for instructions in the affected schools. The finding is in consonant with that of Aliade (2008), who posits that schools located in rural areas were always robbed of its valued material resources owing the fact that most of these schools are not safely guided by good security outfits. Community members easily troop in and out of such schools with different informal excuses. Findings are also in line with that of Odeh, Oguche and Ivagher (2015), who posits that location of schools affects distribution and use of literacy facilities and that location of school does not only affect distribution of educational facilities but affects the ways teachers come to school. Farombi in Odeh et al argues that local of a school sends a bad signal towards the academic performance of such schools because materials are not evenly distributed.

Conclusion

Literacy facilities are major contributor in laying good educational foundation for our school children beginning from the primary school level. Literacy facilities also help teachers do their job efficiently and effectively. The availability of literacy facilities in schools determines the extent these facilities are being used by teachers. Location of schools also determines availability and utilization of literacy facilities for teaching and learning.

Recommendations

Based on the findings of this study, it was recommended as follows;

1. Federal and State government should ensure that public primary schools are fully equipped with literacy facilities that would facilitate teaching and learning.
2. Primary school teachers need to be sensitized on the use of literacy facilities to facilitate teaching and learning in public primary schools.
3. Colleges of education and other institutions that involve in teacher development should ensure that would be teachers are guided on the use of various visual instructional facilities and their applications in teaching and learning.
4. The use of audio-visual materials in teaching and learning must be applied by teachers in public primary schools to help our children in their early stage of development.
5. Location should not be a barrier in distribution of educational materials. In line with this, government should ensure that the roads leading to various schools are through and that sound vehicles are made available for resource distribution. Again, government should assist rural schools in terms of provision of funds to help secure these educational materials.

References

- Ahmet, C. S. & Izzet, D. (2013). Teacher Views on supervisors' roles in school development. *Ozean Journal of Social Sciences*. 6 (1), 17-24.
- Albert education (2019) literacy and numeracy. Retrieved 26th January, 2020. in <https://education.alberta.ca/literacy-and-numeracy/literacy/everyone/frequently-asked-questions/>
- Aliade, V. H. (2008). The impact of environment on the academic performance of pupils in public primary schools in Gwer local government area of Benue State. *Unpublished B.Ed project*, Benue State University, Makurdi.
- Ameh, H. J (2015). Evaluation of the management of mass literacy programmes in Kogi State, Nigeria. *Unpublished Ph.d thesis*, faculty of education, University of Nigeria, Nsukka.
- Ashaveri, D, & Igyuve, S. M. (2013). The use of audio-visual materials in the teaching and learning process in colleges of education in Benue state-Nigeria. *Journal of Research and Method in Education*, 1 (6) 44-55.
- Bordenave, J. D. & Pereira, A. M. (2012). *Estratégias de Ensino-Aprendizagem*. 32^a. ed. Petrópolis: Vozes.
- Epunam, L. C. (2009). Influence of school environmental variables on academic performance as perceived by students. *Unpublished M.Ed Thesis*. University of Nigeria, Nsukka.

- Ghulam, S. Khuram, S. H, Naqvi H & Nadeem, I. (2015) Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice*. 6 (19) 226-234.
- Isola, O.M. (2010). Effect of standardized and improved test on student's academic achievement in secondary school physics. *Unpublished M. ed Project* university of Ibadan- Ibadan.
- Kalule L, & Bouchamma Y. (2013). Teachers' Supervision: What Do Teachers Think ? ISEA, Volume 40, Number 1 EBSCO Books. From <http://connection.ebscohost.com/c/articles/90454832/teacher-supervision-practices-what-do-teachers-think> (Retrieved on 20 January 2014).
- Lumpkin, T. B. (2013). School facility condition and academic outcomes. *International Journal of Faculty Management*, 4(3)1-6.
- Market Business News (MBN) (2020). What is utilization? Definition and example. In <http://marketbusinessnews.com/financial-glossary/utilization-definition/> (Retrieved February 16, 2020)
- Nnamuch, P. N. (2018). Assessment of instructional materials used in teaching and learning of economics in government secondary schools in Enugu East local government area of Enugu state. *Unpublished B.Ed. thesis*. Godfrey Okoye University, Uguwuomu Nike, Enugu.
- Nwamuo, C.N (2010). *The essentials of child development and education*. Owerri: Idamic Press International Limited.
- Nwite, O. & Adali, O. (2012). Progress and problems of implementation of the universal basic education programmes in Ebonyi state. *International Journal of Educational Research and Development*, 4 (1) 183-188.
- Obiagwu, E.E. & Usifo, E.D. (2008). Educational media: since qua non for effective and efficient reform to teaching and learning process in Nigeria schools. *Journal of Educational studies and Research* 4(2), 105 – 113.
- Obidike, N. D. & Onwuka, L. N. (2012). Enhancing the literacy skill-instructional competence of kindergarten teachers in Nigeria. *International Journal of Education Research and Development*, 4 (1) 257-262.
- Obidike, N. D, Enemuo, J. O. & Onwuka, L. N. (2019). *Childhood education literacy for the 21st century: instructional strategies and procedures*. Enugu. Kelu Press.
- Odeh, R. C, Oguche, O. A. & Ivagher, E. D. (2015) Influence of school environment on academic achievement of students in secondary schools in zone “a” senatorial district of Benue State, Nigeria. *International Journal of Recent Scientific Research*, 6 (7) 4914- 4922,
- Ofoefuna, M.O. & Eya, P.E. (2008). *The basics of Educational technology*. Enugu J.T.C Publishers.
- Okotete, R. & Kanu, J.I (2008). *A basic approach to sociology of education*. Aba; Dapo Production.
- Okpalaoka, H. C. & Onwurah, C. U. (2009). Management of instructional materials for effective implementation of the universal basic education (UBE) programme in Enugu metropolis. M.Ed thesis, University of Nigeria Nsukka

- Olaniyan, M. E. (2015). The challenges and prospects of teaching and learning dramatic arts in tertiary institutions in Nigeria. *International Multidisciplinary Journal, Ethiopia*, 9(3), (38) 113-124
- Oluwagbohunmi, M.F. & Abdu–Raheem, B.O. (2014). Sandwich undergraduate problem's problem of improvisation of IM in social studies. The case of Ekiti state University. *Journal of international academic research for multi or plenary*. 1(12), 824-83.
- United Nations Development Programme (UNDP) (2000). *Human Development Report 2000*. New York: Oxford University Press.
- UNESCO (2010). Time series comparison, education indicators, outcomes. Paris: Author
- Yusuf, M. A, Ladan, B, I, Usman, A & Halilu, A. (2013). Comparative study of the state of literacy in Nigeria and Cuba. *European Scientific Journal*, 9 (19) 34-44
- Zailani, A. (2015). Failure associated with teaching and learning of business studies in public secondary schools in Yola North L.G.A. Adamawa. *Journal of Business and Management*, 17(3) 38-44.

Use of Closed Circuit Television (CCTV) for Ensuring Quality Learning and Internal Policing in Early Years Centers

Aimiuwu, Moses A¹, & Bosah, Ifeoma P. (Ph.D)²

¹⁻² Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Abstract

This study examined the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State. The study was piloted by three research questions which were answered and two hypotheses which were tested at a level of significance of 0.05. The study was a descriptive survey had a population of six hundred and eighty-eight (688) Private Early Childhood Care Centers spread across the 25 Local Government Areas of Delta State. A total of 79 Caregivers and 60 Attendants were selected and used for the study through a purposive random sampling method. The structured questionnaire for data collection titled; 'Impact of Closed Circuit Television Surveillance Camera in Monitoring and Ensuring Quality Care-giving' (ICCTSCMEQCG) was validated prior to its use by two Chief Lecturers in Measurement and Evaluation, College of Education, Agbor and another Chief Lecturer from the Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka. The study questionnaire had its reliability determined at a coefficient of 0.84, using Cronbach Alpha reliability test and was personally administered to the sample with 95% retrieval rate. The mean and standard deviation statistical techniques were used to answer the two research questions, while t-test was used to test the stated null hypotheses. Study results revealed that there are great impact if Closed Circuit Television (CCTV) surveillance camera is used for ensuring quality learning and internal policing in early years centers, amongst others, Care giving will be done at the best when caregivers and attendants are aware of being watched by the installed closed circuit television cameras. Also pupils learning activities are easily monitored on playback from the recorded tape of the camera system. Flowing from the findings, it was recommended that public early childhood care centres should key-in into the technology drive of the use of closed circuit television surveillance cameras for ensuring quality learning and internal policing early years' centres.

Keywords: Closed-Circuit Television (CCTV), I.P Camera, Monitoring, Evaluation, Curriculum, Surveillance, Quality, Care-giving, Feedback, Scaffolding, Curriculum Policing

Introduction

The symbiotic relationship between educational technology and care-giving/learning situation is best described as that of "Egg and Hen" relationship – education helps to develop science and technology, while technology on the other hand improves quality education –. No wonder Ughamadu, (2012) averred that the primary role educational technology plays in the care-giving and teaching/learning process is essentially that of improving the process. This study is devoted to the potential of Closed Circuit Television (CCTV) surveillance cameras, a piece of educational technology which has been introduced into education as veritable tool for ensuring quality learning and internal policing in early years centers. Quality care-giving, internal policing and learning in the early years deviates significantly

from the conventional primary and post-primary or tertiary education practices, objectives/goals. In as much Caregiver/Attendants only guide/scaffolds, allowing the child to construct knowledge by self-efforts, rather than directly teaching the children (as in the old practice of “Ota-Akara” early years’ education practices).

Talking about quality learning and internal policing in early years centers through the use of Closed Circuit Television (CCTV) surveillance cameras, it is important to define the concept of Early Childhood Education (ECE). Cherrie (2017), sees Early Childhood Education (ECE) as the education of children from birth through age 8 (which when quality care giving, policing and learning could not be guaranteed, will mar the child’s lifelong education, promotes negative transfer and poverty). It is on this premise that Eziechina, Ugboaja and Esiagu (2017), asserts that “the single most important key to development and poverty alleviation is quality education” if the nation wishes to achieve the Sustainable Development Goals (SDG) in poverty alleviation and only quality education can ensure that. In line with this, Umezinwa and Chigbata (2013), posits that in recognition of the importance of education in providing the quality of an individual’s life, the Federal Government made specific policy statements on the education of every Nigerian, in section (1) of the National Policy on Education (2013) under the heading, philosophy of Nigerian education’. The document states that: Education shall continue to be highly rated in the national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be proceeded by an educational revolution (NPE 2013).

The use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers is a very vital tool for social transformation and education of the child in any society. Any effort in ensuring this is a welcomed development; as that could provide the shift from the conventional simplicity and practices of the years past. This will assure faster achievement of the nation’s curricular objectives and goals of setting up early year’s education in the nations’ educational system. It will also allow public-private partnership in its provision, conduct and practices in pursuance of the Sustainable Development Goals (SDG) on universal and compulsory basic education. This is why the Federal Government introduced the National Integrated Minimum Standard for the practice of Early Childhood Care Education in Nigeria, with the assurance of participation and collaboration from every sector and stakeholders in the country. Quality learning, internal policing and care-giving at the Early Child Care Education across the nation, which cannot be downplayed.

This study defines CCTV surveillance camera as one of the product of educational technology for ensuring quality learning and internal policing in early years centers, that is why ENSTER-China Security CCTV IP Camera OEM Factory Director (2019) averred that “Thieves flee at the sight of your security camera while employees maintain right working ethics having the knowledge of the camera within them” finally the concept of quality learning and internal policing in early years centers as used in this paper simply means the concerted effort through effective human resource management in the utilization and provision of all it takes to provide for the child purposeful development at the early years vide the use of CCT V surveillance camera, (Ashby, (2017), Advik (2017),and Slateret, al. (2013). Closed Circuit Television surveillance camera (CCTV) is a system consisting of electronic or other devices designed, constructed or adapted to monitor or record images on or in the vicinity of promises. To Eziechina, et al. (2017), CCTV surveillance is the monitoring of behaviour, activities, or other changing information for the purpose of influencing, managing, directing, or protecting people. While, Leighton and Maximino (2014) see it as surveillance technology used for surveillance and observation from a distance by governments for intelligence gathering, prevention of crime, the protection of a process, persons, group or objects, or the investigation of crime. In this paper, CCTV is seen as the advanced technology used for the monitoring, evaluation and reportage of feedback to parents, stakeholders and others that needs knowledge of the child’s developmental processes on day-to-day basis.

The issue of the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers is very important. It cannot be over-emphasized as it justifies the aim and sacrifices parents make by dropping off their children in the ECCE centres and picking them at close of the day. Suffices to say that parents do not just keep their children in the ECCE centers away from them so that they can be focused on their works, in offices, markets, farms and other places but hopes that dropping them off will provide for the needed quality learning and internal policing of the child. The early years’ classrooms provide different curricular and extra-curricular practices such as sleeping, playing with toys, tools, gadgets and so on. These activities are necessary antidotes for the child’s physical, mental and motor development, which are not possible provided without such gadget like the use of CCTV surveillance cameras (NPE (2013), ENSTER-China Security (2019) & Advik Digital Solution (2017).

Purpose of the Study

The purpose of this study was to examine the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State. The study shall superficially:

1. Examine how Closed Circuit Television (CCTV) surveillance cameras is used to ensure quality learning and internal policing in early years centers in Delta State,
2. Find out parents and public perception of how the use of Closed Circuit Television (CCTV) surveillance cameras caters for quality learning and internal policing in early years centers in Delta State and
3. Examine the constrains Early Years Education providers in the state encounters in the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years' centres.

Research Questions

The following research questions guided the study:

1. How can the use of Closed Circuit Television (CCTV) surveillance cameras provide for quality learning and internal policing in early years centers in Delta State?
2. How do parents/public rate the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State?
3. What are the major constrains Early Years Education providers experiences in the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State?

Hypotheses

The following null hypotheses guided the study at 0.05 level of significance

- Ho₁ There is no significant difference in the rating of Caregivers and Attendants on use of Closed Circuit Television (CCTV) surveillance cameras and the quality of learning/internal policing of children in early years centers in Delta State.
- Ho₂ There is no significant difference in parents/public rating of use of the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State.

Method

This study took the descriptive survey design aimed at examining the impact of Closed Circuit Television (CCTV) surveillance camera for monitoring and ensuring quality care-giving in Early Year's Centers in private Early Childhood Care Centers in Delta State. The study was piloted by three research questions and two hypotheses which were tested at a level of significance of 0.05. The study population comprised of six hundred and eighty-eight (688) private Early Childhood Care Centers spread across the 25 Local Government Areas of Delta State, (according to the Federal Ministry of Basic Education, Asaba 2018 Diary). A total of 139 Caregivers were used for the study through a purposive random sampling method to which the structured instrument for data collection titled; 'CCTV for Ensuring Quality Learning and Internal Policing' (CCTVEQL/IP) was administered to. This instrument was validated prior to its use by two Chief Lecturers in Measurement and Evaluation, College of Education, Agbor and the assigned supervisor from the Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka. The study instrument also had its reliability determined a coefficient of 0.84, using Cronbach Alpha reliability test and was personally administered to the sample with 95% retrieval rate. The mean and standard deviation statistical techniques were used to answer the two research questions, while t-test was used to test the stated null hypothesis. The instrument contained two sections – A (contained respondents' Bio-data) and B (contained 21 item structured on a weighted four point scale of Very True (VT) 4 points, True (T) 3 points, Not Very True (NVT) 2 points and Not True (NT) 1 point.

Results

Research Question One: How can the use of Closed Circuit Television (CCTV) surveillance cameras provide for quality learning and internal policing in early years centers in Delta State?

Table 1: Mean rating and Standard Deviation Scores of Caregivers and Attendants on Use of CCTV for Quality Learning/Internal Policing in Early Years Centres

NO.	ITEMS	CAREGIVERS (N=77)			ATTENDANTS (N=51)		
		Mean	SD	Decision	Mean	SD	Decision
1	Without CCTV camera quality learning/policing cannot be ensured	2.43	0.94	Disagree	2.46	1.09	Disagree
2	With CCTV camera hardworking caregiver is well rewarded and appraised	2.57	1.05	Agree	2.59	1.12	Agree
3	With CCTV camera in place every caregiver will put in their best to be well appraised	2.67	1.08	Agree	2.61	0.89	Agree
4	CCTV surveillance camera could prove a perfect monitoring tool in ensuring quality care giving	2.65	1.10	Agree	2.72	1.11	Agree
5	Early Childhood Care practices improves with playback from CCTV recorder	2.47	1.13	Agree	2.49	1.15	Agree
6	Your interest in an Early Childhood Care Center improves with CCTV in place	2.44	1.03	Disagree	2.46	1.09	Disagree
Grand Mean		2.54	1.06	Agree	2.55	1.07	Agree

The data as analysed on Table 1 shows that the mean scores of Caregivers and Attendants at the ECCE centres are far above the mean benchmark of 2.56 for the items of assistance CCTV surveillance cameras provides for Caregivers and Attendants, excluding item number 1 and 6 respectively. Meanwhile, pooled standard deviation scores of 1.06 and 1.07, also revealed the homogeneity of responses of Caregivers and Attendants on how CCTV surveillance camera could be used for quality learning/internal policing in Early Years Centres.

Research Question Two: How do parents/public rate the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State?

Table 2: Mean Ratings and Standard Deviation Scores of Parents and Public Perception on the use of CCTV Surveillance Cameras in Ensuring Quality Learning and Internal Policing.

NO.	ITEMS	CAREGIVERS (N=77)			ATTENDANTS (N=51)		
		Mean	SD	Decision	Mean	SD	Decision
7	Parents welcomed the use of CCTV cameras in your center	2.53	1.03	Agree	2.58	1.04	Agree
8	Parents interest in an Early Childhood Care center improves with CCTV around	2.43	1.05	Disagree	2.49	1.04	Disagree
9	Parents are better satisfied with CCTV camera playback records	2.47	1.05	Disagree	2.41	1.15	Disagree
10	Parents do ask for playback from camara system during visits	2.61	1.04	Agree	2.65	1.00	Agree
11	Use of CCTV cameras improves parents/school collaboration	2.60	1.17	Agree	2.58	1.02	Agree
12	Playbacks from CCTV system reassures parents of educational services provided at the centre	2.57	1.04	Agree	2.60	1.14	Agree
Grand Mean		2.54	1.06	Agree	2.55	1.06	Agree

Data as analysed on Table 2 shows that the mean scores of Caregivers and Attendants at the ECCE centres are above the mean benchmark of 2.50 for the items of assistance CCTV surveillance cameras provides for Caregivers and Attendants, excluding item 8 and 9 respectively. Meanwhile, pooled standard deviation scores of 1.06 and 1.07, also revealed the homogeneity of responses of Caregivers and Attendants on parents rating of the use of CCTV surveillance cameras in monitoring and ensuring quality care giving in ECCE centres.

Research Question Three: What are the major constraints Early Years Education Providers' experiences in the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State?

Table 3: Mean Ratings and Standard Deviation Scores of Constraints Early Years Providers Encounters in the use of CCTV Surveillance Cameras in Ensuring Quality Learning and Internal Policing in Early Years Centres.

NO.	ITEMS	CAREGIVERS (N=77)			ATTENDANTS (N=51)		
		Mean	SD	Decision	Mean	SD	Decision
13	Constant power supply for powering the CCTV cameras is a constraint	2.53	1.03	Agree	2.58	1.04	Agree
14	Public and Parents do not improve in payment made for care-giving of babies even with CCTV in place	2.43	1.05	Disagree	2.49	1.04	Disagree
15	Public and Parents patronise of ECCE centers do not improve even with CCTV cameras in place	2.47	1.05	Disagree	2.41	1.15	Disagree
16	Cost of procuring, installation, maintenance and recorder capacity is a constrain in use of CCTV	2.61	1.04	Agree	2.65	1.00	Agree
17	Weather, thunder storm and lightning bolts affect CCTV cameras	2.60	1.17	Agree	2.58	1.02	Agree
18	Cooling the CCTV Recorder system under Air-Conditioner is a challenge.	2.57	1.04	Agree	2.60	1.14	Agree
Grand Mean		2.54	1.06	Agree	2.55	1.06	Agree

Table 3 shows that the mean scores of caregivers and attendants at the ECCE centres on the constraints early years' providers encounter in the use of CCTV surveillance cameras in ensuring quality learning and internal policing in early years' centres shows that items 13, 16, 17 and 18 has mean score above 2.50 while items 14 and 15 have mean scores below 2.50. This shows that items 13, 16, 17 and 18 are the constraints early years' providers encounter in the use of CCTV surveillance cameras in ensuring quality learning and internal policing in early years centres while items 14 and 15 are not constraints.

Hypothesis 1: There is no significant difference in the rating of Caregivers and Attendants on use of Closed Circuit Television (CCTV) surveillance cameras and the quality of learning/internal policing of children in early years centers in Delta State.

Table 4: t-test of significant difference between the mean ratings of Caregivers and Attendants on the Impact of CCTV Surveillance Cameras on the Monitoring and Ensuring Quality Care-giving in ECCE centres.

Responses	N	X	SD	t.Cal.	t.Crit.	df	∞	Decision
Caregivers	77	2.54	1.06	0.05	1.96	126	0.05	N. Sigf.
Attendants	51	2.55	1.06					

Data presented in Table 4 shows that the t-calculated value of 0.05 is far less than t-critical value of 1.96 at 0.05 level of significance and 126 degree of freedom. This means that the null hypothesis was not significant. Therefore, null hypothesis was accepted.

Hypothesis 2: There is no significant difference in parents/public rating of use of the use of Closed Circuit Television (CCTV) surveillance cameras for ensuring quality learning and internal policing in early years centers in Delta State.

Table 5: t-test of significant difference between the mean ratings of Caregivers and Attendants on Parents Rating of use of CCTV Surveillance Cameras on the Monitoring and Ensuring Quality Care-giving in ECCE centres

Responses	N	X	SD	t.Cal.	t.Crit.	Df	∞	Decision
Caregivers	77	2.55	1.07	0.05	1.96	126	0.05	N. Sigf.
Attendants	51	2.54	1.06					

Data presented in Table 5 shows that the t-calculated value of 0.05 is less than t-critical value of 1.96 at 0.05 level of significance and 126 degree of freedom. This means that the null hypothesis was not significant. Therefore, null hypothesis was accepted.

Discussions

The finding of this study revealed that Close-Circuit Television (CCTV) surveillance cameras could assist caregivers and Attendants at ECCE centres on their daily jobs of fulfilling curricular objectives vide quality learning, policing, care-giving, concerted monitoring and proactive evaluation geared towards developing the child's innate

intelligence, through proper scaffolding on the one hand. While on the other CCTV could provide the needed synergy between quality policing and learning in the ECCE centre and parents/guidance on reportage of child's performance evaluation in line with the ECCE curriculum for parents/teachers further necessary actions on the child. The findings further revealed that CCTV could help in the attainment of quality policing and learning and the attainment of curricular objectives for children 0–5 years by reducing all caregivers/child misdemeanours, anti-social and maladjustment problems that could impact negatively on the child's educational development, while promoting quality policing and learning. The study further answers such questions as: How can CCTV surveillance camera could ensure quality policing, learning, monitor and ensure quality care-giving in ECCE centres? How do parents rate the use of CCTV surveillance cameras in monitoring and ensuring quality policing and learning including quality care-giving in ECCE centers? This result goes in line with the opinions of Graham and Homel (2008), Marie and WimBernasco (2018) and Eziechina, et al. (2017), who posits that CCTV surveillance camera could help in the modification of caregivers' pedagogical knowledge and skill.

The result of the study further revealed that there is no significant difference in the monitoring and quality policing and learning with or without the use of CCTV surveillance cameras in ECCE centres and there is no significant difference in parents rating of use of CCTV surveillance cameras in ensuring quality policing and learning in ECCE centres. This result is more probably on either parents' awareness level of importance of feedback/reportage on children development or cost of time in relying on such advanced technology like as it is in developed economies of the world.

Again the result further buttresses that difference in the educational system of our country compared to foreign countries with advanced technology for a social survive like education. Subsequent on this result, it is not surprising that in face of the advantages of use of CCTV surveillance cameras in early years education centre, parents are yet to key-in into the technological trend.

The study further revealed that the cost of running this advanced technology is high especially when natural phenomenon like thunder, lightning bolts and irregular power supply, cooling system for the CCTV system could obstruct its uses. These acts as constraints in the use of CCTV for ensuring quality learning and policing in ECCE centers in Delta State. Finally, the Caregivers and Attendants believed that the technological wind supporting its uses in the big cities and advanced nation has not affected the centres sampled. Thus, the null

hypotheses were held. This result is also supported by the opinions of Eziechina, et al. (2017) and Leighton et al (2014).

Conclusions

The use of CCTV surveillance cameras in public and private schools is only novel in less developed towns and rural areas in Nigeria. Most tertiary institutions are using it as alternative in curbing examination malpractices and other examination ethics related offences. Recently, most schools are using CCTV surveillance cameras for several security measures and protection of the students in the wake of rampant school children adoption as akin to Northern Nigeria states. Based on the findings of this study, the sooner the uses of CCTV surveillance cameras become relevant, the better of our early years education system. Again, it should not be used only as means of curbing examination malpractice, providing safety/security of properties and others it should also be used in the supervision of instruction and other essential educational/pedagogical practices in every tier of education. With this, use of CCTV surveillance cameras will help to ensure internal policing and quality care-giving capable of reducing pupils' negative transfer of knowledge into the former primary school system as it could ensure/pursue and attain a curriculum-goal attainment.

Recommendations

The following recommendations were made:

1. Parents/guidance, early years educational providers and school proprietors, NGOs/NGAs and other relevant bodies should partner in providing CCTV surveillance cameras in every public and private ECCE centres to monitor and ensure quality care-giving and policing of pupil's developmental progress.
2. State Governors should liaise with Presidency to reduce VAT and other custom duties on every educational equipment/resources/materials imported from overseas to encourage schools in procurement from local markets in Nigeria.
3. To save cost and issue of constraints in use of CCTV surveillance cameras, State Government should empower local technicians and artisans in making prototype of these foreign technological devices without interfering with copyright ownership of such products so that every ECCE center could afford it.

References

- Advik Digital Solution Sales Brochure (2017). Importance of CCTV Surveillance in Schools. Retrieved 20th December, 2019. Retrieved @ <http://advik.net/index.html>
- Ashby, Mathew P. J. (2017). The value of CCTV surveillance cameras as an Investigative tool: An empirical analysis. Published online by Nottingham Trent University, Burton Street, Nottingham. NG1 4BU, UK.
- Cherrie, F. (2017). [National Association for the Education of Young Children.](#)
- ENSTER-China Security CCTV IP Camera OEM Factory Director (2019). Copyright © Interbound Media Managers Ltd. All rights reserved. IP Security Camera Sales Brochure. Retrieved on 20th December, 2019 @ sales@enster.com
- Eziechina, A. M., Ugboaja, Uchenna, C. & Esiagu, Ugochukwu, E. (2017). Closed-Circuit Television Surveillance: An Antidote to examination malpractice in high institutions in Nigeria. *American Journal of Engineering Research (JER)*e-ISSB:2320-9847. 6(12). Pp 247-251.
- Federal Government of Nigeria, (FGN, 2013) *National Policy on Education*. Lagos. NERDC Publications
- Federal Ministry of Education, (FME, 2013). *National Early Childhood Education Curriculum for Ages 0 – 5 Years*. Lagos. NERDC, Publication.
- Graham K. & Homel, Ross. (2008). *Raising the Bar: Preventing Aggression in and around Bars, Clubs and Pubs*. Cullompton, UK: Willan.
- Graham, Kathryn, Rocque, Linda La, Yetman, Rhoda, James Ross, T., Guistra, Enrico. (1980). "Aggression and Barroom Environments." *Journal of Studies on Alcohol and Drugs* 41:277–92.
- Leighton, W. K. & Maximino, M. (2014). The effect of CCTV on public safety: research roundup. *Journalists Resource. Harvard Kennedy School's Shorenstein Center and the Curnegic Knight Initiative*.
- Ljungberg, Tomas, Westlund, Karolina, Forsberg, Anna Johanna Lindqvist. (1999). "Conflict Resolution in 5-year-old Boys: Does Post conflict Affiliative Behaviour Have a Reconciliatory Role?" *Animal Behaviour* 58:1007–16.
- Marie R. L. & WimBernasco, (2018). Lessons Learned from Crime Caught on Camera *Journal of Research in Crime and Delinquency*. 55(1)155-186
- Marie R. L. and Sasha G. (2017) Violence makes safe in South African prisons Prison gangs, violent acts, and victimization among inmates. Pp. 35-54.
- Mastrofski, Stepehn D., Parks, Roger B., McCluskey, John D. (2010). "Systematic Social Observation in Criminology." Pp. 225–47 in *Handbook of Quantitative Criminology*, edited by Piquero, A. R., Weisburd, D. New York: Springer.
- Slater, Mel, Rovira, Aitor, Southern, Richard, Swapp, David, Zhang, Jian J., Campbell, Claire, Levine, Mark. (2013). "Bystander Responses to a Violent Incident in an Immersive Virtual Environment." *PLoS ONE* 8:e52766.

Ughamadu, K. A., Egbuchulem S. I. & Enueme, C. P. (2002). *Sociology of Education*. Onitsha. KMENSUO Educational Publications.

Ughamadu, K. A., (2006). *Curriculum: Concept, development and implementation*. Revised edition. Nkpor-Onitsha. Lincel Publishers.

Umezina, R.N. & Chigbata, J. I. (2013). Education of women for national development. *In Journal of Social Sciences and Humanities* 4(3),

World Bank Education Sector Strategy, (1999). A Publication of the World Bank Education Advisory Services. Washington D. C.



CCTV CAMERA RECORDER

Audio IP Camera

seeing and listening are believing



Audio coding G7.11 OR G7.26



SIMPLIFIED CCTV CAMERA PHONE RECORDER



MOUNTED CCTV CAMERA



WIRELESS CCTV CAMERA SYSTEM



WIRELESS CCTV CAMERA SYSTEM

School Environment and its Influence on Education of Children with Learning Disabilities in Awka South LGA

Edwin-Ezeoka Cynthia A¹. & Obidike, Ngozi D. (Ph.D)²

¹⁻²Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Abstract

This study dwells on school environment and its influence on education of children with learning disabilities in Awka South L.G.A. The study adopted a survey design and was guided by two research questions. The population of the study comprise of 665 public primary school teachers among the 45 public primary schools in Awka South L.G.A. The study adopted simple random sampling for this study. The researchers used balloting without replacement to select 15 public primary schools in Awka South L.G.A. Among these selected schools, the researchers selected 8 teachers from each of the selected schools giving a total of 120 primary school teachers. The instrument for the study was questionnaire drafted by the researchers with 24 items and titled School Environment and its Influence on Education of Children with Learning Disability (SEIECLD). The instrument was validated by three experts and later subjected to test on 15 primary school teachers in Awka North. Cronbach Alpha was used to compute score on this and a reliability value of 0.72 proved the reliability of the instrument. Mean was used to analyze the data collected. Findings from the study reveals among others that the school environment really has an influence on the education of the learning disabled child. Non availability of meaningful toys, and books coupled with location of the school and overgrown bushes, lack of functional ICT laboratory and other instructional materials such as insufficient whiteboards and play gadgets where challenges that influenced the education of the learning disabled child. Based on these findings, it was recommended among others that both governmental and non-governmental agencies should also ensure that basic schools are stocked with needed educational materials needed for the academic needs of children with learning disabilities.

Keywords: School environment, influence, education, learning disabilities

Introduction

Education is a character building process which enhances one's personality and makes one rational, capable, responsive and intelligent. Education is also widely regarded as the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, and the foundation of social equity. In the views of Usha (2007), education is the process of teaching and training of the child which has to do with imparting and acquisition of skills for a particular trade or profession in which applicable methods are used. Nuhu (2015), defined education as a process by which an individual acquires physical and social capabilities demanded by the society in which they are born into in order to be useful to themselves and contribute to the development of the society at large. These definitions corroborate Itulua-Abumere (2013), who posits that education is the process of teaching, training and learning in school or college to improve knowledge and develop skills. From what has been viewed as education by different authorities, the researcher can say that education

involves training a child through processes of teaching and learning which equips him with desired knowledge and skills required for effective living. Formally, education begins at the school environment.

The school environment comparable to learning environment is that environment where learning takes place. Booth & Okely (2005), defined school environment as the physical environment (e.g. facilities and equipment), school policies (e.g. time allocated for physical and health education sports) and school practices regulating physical education and sports banners to participation and strategies to promote participation. Odeh, Oguche and Ivagher (2015), defined the school environment as the environment equipped with educational facilities formally used in teaching and learning. Odeh *et al* outlined the characteristics of the school environment to include school buildings, furniture, playgrounds, sporting facilities and other related equipment which aid the teacher's delivery of lesson. Examples of buildings found in the school includes classroom blocks, libraries and laboratories; while furniture's connotes tables and desk, seats, cupboards for housing specimens and models. Play ground includes the space created for plays and games while sporting facilities includes football, table tennis equipment, hand ball, sports wears. In the context of this study, the school environment encompasses all components found in the school which facilitates teaching and learning. These components include the school building, furniture, equipment, instructional materials, teachers, peers, play-ground, group and other people involved in the development of a child. Educational facilities in primary schools should be of immense benefit to both normal children and children with learning disabilities.

Learning disability is a two coined words with different meaning when separated. Learning according to Nwamuo (2010), is a situation whereby a child is exposed to learning experiences and in turn, such learning experiences changes the behavior of such child. A disabled child is defined as someone who has a physical or mental disability which has an effect on their ability to carry out normal day-to-day activities" (Riddell in Itulua-Abumere, 2013). Learning disability is therefore a situation where a child is engaged with learning activities but finds it difficult to learn. Obiozor, Onu and Ugwoegbu (2010), defined learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to individuals who have learning problems that are primarily

the result of physical or mental disabilities, behavioral disorder, or environmental, cultural, or economic disadvantage. Similarly, the Encyclopedia of Early Childhood Development (2017), viewed learning disabilities as problems that affect the child's ability to receive, process, analyze or store information. Learning disability makes it difficult for a child to read, write, spell or solve math problems. This calls for urgent attention especially in schools where children with learning disabilities are enrolled. By right, primary schools with such children are to equip their school environment, with special human and material resources to assist children with diverse difficulties in learning.

It is important that the school environment is well equipped to aid the education of children with learning disabilities. Some of the instructional materials that will help in teaching children with learning disability are interactive whiteboard, computers among others. The interactive whiteboard in schools is not just a presentational device; it provides method of multisensory teaching that are recommended for dyslexic learners. Walker and Logan (2009), posits that digital creativity can play in unlocking the interest of particular learners, drawing on different abilities in an incidental way.

Again, the various ICT's the computer plays significant role in helping children with learning difficulties such as providing sounds that could help the child spell out words, identify alphabets and objects. This is achieved when appropriate software is installed in the computer and used for such instruction. Dwight (2013), identified VoiceDream as an app that can help children with reading disabilities such as dyslexia, blindness and low vision. It can even be effective with Attention Deficit Syndrome (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD). VoiceDream is an eBook, pdf and text to speech reader. The app reads text aloud and also highlights current word selection so that readers can keep track of location, using both auditory and visual stimulation to deepen learning. When reading passages presented on a device with TTS (Text To Speech), a nonjudgmental learning environment is created, where a student can reread the same passage with a fluent model as frequently as needed (Silver-Pacuilla & Ruedel, 2004).

It is interesting to note that the another feature of the school environment is its surroundings. When the bushes and grasses are well cut, children with disabilities can easily participate with their peers during physical education (Nwamuo, 2010). A child who finds it difficult to learn through classroom activities may find play as a pleasurable way of learning. The school environment when fully equipped with teacher specialist and special educational facilities has the tendencies to significantly influence the learning disabled child to be active in

lessons. Influence here means the effects, repercussion, and retaliation of something. Muogbo (2013), defined influence as the effects or repercussion of an event, a process or that of a detailed experiment. Gina, Melinda and Jeanne (2019), asserts that facilities like videos, computers, picture books and audio materials help children with learning disabilities remain active than passive during lessons. Gina et al also recommended the use of activity based learning strategy, use of memory games & flashcards and studying with music to educate these set of children in school environments. The essence of the school environment according to World Bank Report on Disability (2010), states that children with disabilities receive good quality education. Thus, an equipped school environment should have meaningful influence on education of children with learning disabilities especially in primary schools.

Unfortunately, the nature of most primary school environment in Nigeria is nothing to write home about. Recent observations show that there is decay of infrastructures and little or no effort by appropriate authorities to fix up these decays. Odeh, Oguche and Ivagher (2015), reported epileptic power supply, poor classrooms and bad nature of school play grounds as problems affecting education of the disabled child in primary schools. Asenath (2015), posits that teachers' attitude to children with disabilities, poor use of instructional facilities and lack of training among teachers were among school environmental factors that challenges education of children with learning disabilities. Asenath maintained there is shortage of trained personnel to handle children with learning difficulties; no money; no equipment or materials; no static policy or legislation. Against this backdrop therefore, the researcher tends to determine school environment and its influence on education of children with learning disabilities in Awka South L.G.A.

Statement of the Problem

Education in Nigeria as observed over decades, has been engulfed with numerous problems ranging from lack of suitable human resource personnel to insufficient material resources. In primary school for instance, the case is not different. These observed problems led the Federal Government of Nigeria into the launch of different educational programmes such as the Universal Primary Education (UPE) and the Universal Basic Education (UBE) respectively. Despite the launch of these educational programmes, studies show that most primary schools still remain poor in terms of infrastructures and personnel needed in for service delivery. This seems to have negatively influenced inclusive education and thus, for children with learning disabilities seems not to have gained much in terms of academics. The researcher observed that most primary school environments are not conducive to drive home learning

experiences especially for children with learning disabilities. Most primary schools in Nigeria are not fully stocked with books, ICT's and charts which are among core materials needed for effective education for both normal and children with learning disabilities are lacking. However, these observations are not akin to primary schools in Awka South because the researcher is yet to ascertain the nature of school environment in this area and how its influence on the education of children with learning disabilities. The problem of this study therefore is to examine the influence of primary school environment on the education of children with learning disabilities in Awka South L.G.A.

Purpose of the Study

The general purpose of this study is to examine school environment and its influence on education of children with learning disabilities in Awka South L.G.A. Specifically, this study seeks to;

1. Examine the influence of school environment on the education of children with learning disabilities in Awka South L.G.A.
2. Determine the challenges of school environment on education of children with learning disabilities in Awka South L.G.A.
3. Find out possible solutions to the challenge of school environment on education of children with learning disabilities in Awka South L.G.A.

Research Questions

The following research questions guided the study.

1. What are the influences of school environment on the education of primary school pupils in Awka South L.G.A?
2. What are the challenges of school environment on education of children with learning disabilities in Awka South L.G.A?
3. What are the possible solutions to the challenge of school environment on education of children with learning disabilities in Awka South L.G.A?

Method

This study dwells on school environment and its influence on education of children with learning disabilities in Awka South L.G.A. The study adopted a survey design and was guided by two research questions. The population of the study comprise of 665 public primary school teachers among the 45 public primary schools in Awka South L.G.A. The study adopted simple random sampling for this study. The researchers used balloting without replacement to select 15 public primary schools in Awka South L.G.A. Among these selected schools, the researchers selected 8 teachers from each of the selected schools giving a total of 120 primary school teachers. The instrument for the study was questionnaire drafted by the researchers with 24 items and titled School Environment and its Influence on Education of Children with Learning Disability (SEIECLD). The instrument was validated by three experts and later subjected to test on 15 primary school teachers in Awka North. Cronbach Alpha was used to compute score on this and a reliability value of 0.72 proved the reliability of the instrument. A four-point rating scale of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2 and Strongly Disagree (SD) =1 were used to answer research questions. Mean was used or the data analysis. The criterion mean was set at 2.50. Any item scoring 2.5 and above were regarded as agree while any item scoring below 2.5 were regarded as disagree.

Results

Research Question 1: What are the influences of school environment on the education of children with learning disabilities in Awka South L.G.A?

Table 1: Respondents mean score on the influence of school environment on education of children with learning disabilities in Awka South L.G.A.

S/N	Influence of school environment on education of children with learning disabilities	\bar{X}	Decision
1	My school has meaningful toys needed for learning among children with disabilities	2.19	Disagree
2	The location of my school has meaningful influence on the education of children with learning difficulties	2.16	Disagree
3	Available books in my school has meaningful influence on education of children with learning disabilities	1.41	Disagree
4	There are overgrown bushes in my school which disrupts learning	2.25	Disagree
5	The lighting in my school classroom do not assist children in reading text	2.45	Disagree
6	Children with learning disabilities do not catch up with learning because most pictures in the class are uncoloured	3.11	Agree
7	Pupils are poorly evaluated on motor activities due to lack of special play materials	2.79	Agree
8	The learning disabled child prefers whiteboard for learning which are insufficient in my school	2.96	Agree

Table 1 above shows that the mean scores from item 1-8 were 2.19, 2.16, 1.41, 2.25, 2.45, 3.11, 2.79 and 2.96 respectively. Items 1, 2, 3, 4 and 5 were disagreed because their mean score were below 2.50. Other items were agreed because their mean score were 2.50 and above. This shows that only three items were agreed as the influence of school environment on education of children with learning disabilities in Awka South L.G.A.

Research Question 2: What are the challenges of school environment on education of children with learning disabilities in Awka South L.G.A?

Table 2: Respondents mean score on the challenges of school environment on education of children with learning disabilities in Awka South L.G.A.

S/N	Challenges of school environment on education of children with learning disabilities	X	Decision
9	There is scarcity of functional ICT laboratory	2.92	Agree
10	Meaning toys for play and learning are not sufficient	2.70	Agree
11	Picture books and specialized materials for learning (for example Braille machine and audio aids) are poorly supplied	1.45	Disagree
12	Whiteboards in schools are limited in desired quantity	2.00	Disagree
13	Flashcards and special education teachers are lacking in the school	3.01	Agree
14	The environment for play is not friendly for children with disabilities to participate in sports and other play related activities	2.11	Disagree
15	There is high rate of negative attitudes towards children with learning disabilities by the teachers	3.10	Agree
16	The classroom lightening is in a very poor condition	2.63	Agree

Table 2 above shows the challenges of school environment on education of children with learning disabilities. All the items so listed were agreed as the challenges of school environment on education of children with learning disabilities except items number 11, 12 and 14. Their mean scores are below 2.50.

Research Question 3: What are the possible solutions to the challenge of school environment on education of children with learning disabilities in Awka South L.G.A?

Table 3: Respondents mean score on the possible solutions to the challenge of school environment on education of children with learning disabilities in Awka South L.G.A.

S/N	Possible solutions to the challenge of school environment on education of children with learning disabilities	\bar{X}	Decision
17	Government should provide primary schools with special instructional materials	2.61	Agree
18	Children with learning disabilities should be enrolled near homes where parents can easily visit them	2.18	Disagree
19	Primary school managers should always engage labourers to cut grasses on time	3.12	Agree
20	Erection of an ICT laboratory to cater for educational needs of children with special needs	2.95	Agree
21	Teachers should be involved meaningful in improvising coloured materials for learning	2.16	Disagree
22	Only special trained teachers should be employed to teach children with learning disabilities	1.52	Disagree
23	None special teachers should be constantly be retrained on strategies to teach children with learning disabilities	2.81	Agree
24	Assorted toys should be procured for the educational needs of these children	2.62	Agree

Table 3 above shows the mean scores of items number 17-24 to be 2.61, 2.18, 3.12, 2.95, 2.16, 1.52, 2.81 and 2.62 respectively. Items 18, 21 and 22 were disagreed because their mean score were below 2.50. Other items were agreed as the possible solutions to the challenge of school environment on education of children with learning disabilities because their mean score were 2.50 and above.

Discussion of Findings

Findings in table 1 sought the influence of school environment on education of primary school pupils. Findings reveal that available toys and books were not meaningful to the educational needs of children with disabilities. Location of schools and overgrown bushes also had bad influences on education of children with learning disabilities. In consonance with these findings, DaCosta and Seok (2013) discovered that none availability of educational materials such as charts, books, pictures, toys as well as play materials were among the factors limiting the progress of pupils in early years of academics. Commenting on location as a barrier, Odeh Oguche and Ivagher (2015) held that location of school pose a challenge to both pupils, students and parents in that, most times, it becomes barriers for parents or teachers to visit and ask about the progress of academics of their children or barriers to teachers visiting such parents to report or discuss observed difficulties in a child.

In agreement with overgrown bushes Okoro (2012) also revealed that most public primary schools in Nigeria are bushy and unkept. This attracts vectors and rodents in such school environment which in-turn destroys educational properties. Findings also show that primary schools lack instructional materials such as coloured pictures, play materials and insufficient whiteboards for teaching and learning. This finding agrees with Obasi (2016) who earlier reported the poor state of infrastructures in basic schools and suggested the need for the procurement of educational material to schools by government at all levels to enhance teaching and learning. Kipkosgei, Wanjala and Reirchi (2017) also reported backlog of infrastructure provisions and shortage of classrooms, particularly in poor communities and that existing infrastructures were generally in poor condition due to lack of investment capital, poor construction standard and inadequate maintenance.

Findings in Table 2 sought the challenges that influence education of children with learning disabilities. Findings reveal that lack of functional ICT laboratory, lack of meaningful toys, insufficient flashcards, teachers attitude and poor lighting in classrooms were among the challenges faced with children with learning disabilities. Some of the findings agrees with Okwudishi in Manuel (2008) enumerated challenges faced by the use of ICT in schools to include unavailability of some ICT components; frequent electricity interruption, high cost of ICT facilities, as well we inadequate ICT manpower in schools. Oduah in Adirika (2012) also reported that use of ICT in schools are faced with challenges such as incessant power problem and high cost of running generating sets. Some other findings from this study also confirms Alanazi (2017) identified absent and insufficient use of flashcards in early years of learning were among challenges faced by learning disability children as it also makes the work of the teacher tedious, trying to relate facts, concepts and certain learning experiences to these set of children. In support of one of the findings of this study; Stock, Dennis and Rueter (2014) identified adapted commercial toys as one of the assistive technologies mostly lacking in some early childhood education centers, and mostly, were insufficient in schools. Stock et al (2014) insisted that absence of toys de-motivates disabled children from learning. Merely, when toys are present, it allows for mutual enjoyment between typically developing peers and children with learning disabilities, absent or insufficient toys lead to bias and frustration among these set of children. Another finding of the research on teacher attitude agrees with the findings of Vranda (2016) discovered that most teachers who were charged to handle an inclusive classroom displayed incompetency in taking care of these children at their best and thus, called

for employment of teachers who cares about the welfare of children with different disability issues.

Findings in Table 3 sought solutions to curb influences that challenge education of children with learning disabilities. Findings suggest that government should intervene by providing schools with special instructional materials for the educational needs of these children. This finding agrees with Karanja in Kipkoge et al (2017) suggested funding from both government and non-governmental agencies to ensure that basic schools are well stocked with needed educational facilities for academic needs of the disabled child. It also suggested availability of funds to school heads to accommodate hiring of labourers to ensure that the school environment is constantly kept clean and attractive. This suggestion agrees with one of the findings of this research that managers of primary school should engage labourers in clearing overgrown bushes in their various schools. Findings also reveal that non specialized teachers be engaged in retraining exercise to be conversant with strategies to teach children with learning disabilities. This idea corroborates Acheck (2014) emphasized the need for re-training of teachers as a measure to reduce problems children with learning disabilities encounter on daily basis on their bid to learn. Acheck (2014) further revealed that re-training exercise in this area is also a kind of motivation to serving teachers in teaching profession. Barasa (2015) suggested that the re-training should begin during pre-service stage when the would-be-teacher is still undergoing teacher education at the teacher training institution. It was also revealed that assorted toys should be procured in schools for the educational needs of pupils with learning disabilities. This finding agrees with Donal (2011) whose findings identified the educational needs of children with learning disabilities to include provision of educative materials such as interactive media, educative toys and assistive technologies to cater for their type of education.

Conclusion

Education of children with learning disabilities is influenced by challenges in the school environment such as toys, ICT's play gadgets for physical education, insufficient books and lack of coloured pictures for use during instructions.

Recommendations

Based on the findings of this study, it was recommended as follows;

1. Federal, state and local government should ensure that education of children with disabilities (learning disability inclusive) should be a priority. This could be achieved by providing primary schools with instructional materials to include toys, ICT's books, coloured materials and play gadgets to cater for the educational needs of these category of children. Funds should also be made available for primary schools to hire labourers to clear overgrown bushes and keep the entire school compound clean.
2. The challenges that influence education of children with learning disabilities should be put to order and maintained for effective educational service delivery.
3. As solution, both governmental and non-governmental agencies should also ensure that basic schools are stocked with needed educational materials needed for the academic needs of children with learning disabilities.

References

- Acheck, T. A. (2014). Motivational Strategies used by Principals in the Management of Schools. The Case of some Selected Secondary Schools in the Fako Division of the Southwest Region of Cameroon. *Master's Thesis in Education*. University of Jyväskylä Department of Education.
- Adirika, B. N. (2011). E-learning imperatives for globalizing the Nigerian Universal Basic Education (UBE). *Unizik Orient Journal of Education*, 6 (1&2) 77-82
- Alanazi, M.S (2017). Use of flashcards in dealing with reading and writing difficulties in SEN students. *Multidisciplinary Journal of Educational Research*, 7 (1) 53-87.
- Asenath, K.O (2015). School based factors influencing performance of children with disabilities in public primary schools in Kajiado North District, kajiado county, Kenya. *Unpublished Masters Degree Thesis*, Department of Educational Administration and planning University of Nairobi.
- Barasa, C (2015). Influence of teacher motivational strategies on students' improved academic performance in day secondary schools: a case of trans nzoia west district, Kenya. *Unpublished M.Ed Thesis*, Department of Educational Planning and Management, University of Nairobi, Kenya.
- Booth, M. L, Okely, A. D. (2005). Promoting physical activity among children and adolescents: The strengths and limitations of school-based approaches. *Health Promotion Journal of Australia*, 16, 52-54.
- DaCosta, B. & Seok, S. (2013). *Assistive technology research, practice, and theory*. United States: Idea Group, U.S.
- Dónal R. (2011). *Use of ICTs for inclusive education: Costs and benefits*. Retrieved 23rd June, 2019 from <http://inova.snv.jussieu.fr/evenements/colloques/colloques/article.php?c=70&l=en&a=361>

- Dwight, V (2013): *The apps have it. iPads and tablets are changing the face of special education.* <http://www.weareteachers.com/hot-topics/special-reports/assistive-technology-in-the-classroom>. Accessed 22 November 2015
- Encyclopedia of Early Childhood Development (2017). *Learning Disabilities*. CEECD/SKC-ECD
- Gina, K., Melinda, S., & Jeanne, S (2019). *Helping children with learning disabilities*. Retrieved 1st September 2020 from www.helpguide.org/articles/autism-learning-disabilities.htm
- Itulua-Abumere, F. (2013). *Childhood disability in Nigeria, its effects in later life and how they can be helped*. Retrieved 12th November, 2019 from www.flourishabumere.com.
- Kipkosgei, K.J., Wanjala, G & Riechi, A.R.O (2017). Factors influencing enrollment of learners with disabilities in primary schools with inclusive education in Nandi South District, Kenya. *International Journal of Novel Research in Education and Learning*, 4 (2) 172-190.
- Manuel, Y. (2008). *ICT training for Primary and secondary school officials*. Retrieved 13th August, 2012, from <http://infotechimpact.blogspot.com/>
- Muogbo, U S (2013). The Influence of Motivation on Employees' Performance: A Study of Some Selected Firms in Anambra State. *An International Journal of Arts and Humanities Bahir Dar, Ethiopia*, 2, (3) 134-151.
- Nuhu, A. (2015). Impact of learning environment on the performance of students in social studies in junior secondary schools in Taraba State, Nigeria. *Unpublished M.Ed Thesis*. Department of Educational foundations and curriculum, Ahmadu Bello University, Zaria,
- Nwamuo, C.N (2010). *The essentials of child development and education*. Owerri: Idamic Press International
- Obasi, D. C (2016). Investigation into factors militating against the full implementation of Universal Basic Education (UBE) in Umuahia North Local Government Area of Abia State. *Unpublished B.Ed Project*, Department of Early childhood and primary Education, Nnamdi Azikiwe University, Awka
- Obiozor, W E., Onu, V.C and Ugwoegbu, I (2010). Academic and social challenges facing students with developmental and learning disabilities in higher institutions: Implications to African colleges and universities. *African Journal of Teacher Education*, 1 (1)126-140
- Odeh. R. C Oguche; Angelina, O., Ezekiel, D. (2015). Influence of school environment on academic achievement of students in secondary schools in zone "a" senatorial district of Benue State, Nigeria. *International Journal of Recent Scientific Research*, 6, (7), 4914-4922.
- Okoro, J. (2012). *Introduction to the school environment*. Owerri: Vantage publishers Limited.
- Silver-Pacuilla, H & Ruedel, K. (2004). *A review of technology-based approaches for reading instruction: Tools for researchers and vendors*. New York: The National Center for Technology Innovation
- Stock, N. Dennis, L.R & Rueter, J. A (2014). Play-based interventions for children with PDD. *Young Exceptional Children*, 17 (4) 3-14.

- Usha, S.N. (2007). Education for social transformation: A collective step forward. *Journal of Family Welfare*. 1 (50) 35-42.
- Vranda, M.N (2016). Attitude of primary school teachers towards children with learning disabilities. *Journal of Indian Association for Children and Adolescent Mental Health*, 12(4) 323-335.
- Walker, L & Logan, A. (2009). *Using digital technologies to promote inclusive practices in education*. Bristol: Future Lab

Fostering Teacher-Pupil Relationship for Effective Learning in Public Primary Schools in Orumba North Local Government Area of Anambra State

Ezeanwu, Maryann C.¹ & Prof. Anyachebelu, Faith E.²

¹⁻²Department of Early Childhood and Primary Education
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

This study focused on ways teachers can foster positive teacher-pupil relationships in public primary schools in Orumba North Local Government Area of Anambra State. The study was guided by one research question. Descriptive survey design was used for the study. The population of the study comprised of 503 public primary school teachers in 53 public primary schools in Orumba North LGA. Proportionate stratified sampling was used in selecting 100 teachers from the population. Simple random sampling was used to select 20 schools. A 20 item structured questionnaire titled Teacher-Pupil Relationship Questionnaire (TPRQ) was used for data collection. The instrument was subjected to face validation by three experts. A reliability co-efficient of 0.82 was obtained using Cronbach Alpha. The data collected were analyzed using mean. The findings of this study revealed some of teachers' characteristics that can foster positive relationships with pupils to include having patience with pupils, giving individualized attention to pupils, encouraging pupils to ask questions in the classroom among others. The researchers recommended among others that all the stakeholders in the educational system- the teachers, educational managers, policy makers should give a priority attention to positive teacher-pupil relationship as it plays a pivotal role in the teaching and learning process.

Keywords: Primary education, teacher-pupil relationship, effective learning

Introduction

Education is said to be a veritable tool of human and national development. It plays a crucial role in the development of a nation since it is recognized that the level of education in the developed country is far higher than in the developing countries. Udegbe (2014) posits education as the process of individual development in which a person becomes capable of useful behaviours. Experts in knowledge state that the foundation of an individual's optimum development is laid down during the early years of life, particularly from birth through early childhood and middle childhood. This range covers pre-primary and primary education.

The Federal Republic of Nigeria in the National Policy on Education (2013), defined primary education as the education given to children aged six to twelve. According to the policy, the rest of the education system is built upon it and is the key to the success or failure of the whole system. This makes primary education to be important at the early stage of the children. Education at this level requires the use of human approach as an interactive process and the teacher is at the

center of the interaction. A teacher is seen as individual who trains, encourages, and supports pupils to attain knowledge, competencies, values and skills. As teacher spend a large amount of time (5 to 6 hours) daily teaching and interacting with pupils, they tend to build relationships. This relationship is an integral part of the teaching and learning process as the teachers' success in facilitating pupils learning is directly related to the quality of support offered through this relationship.

Teachers who have positive relationship with their pupils create classroom environment that enhances learning and meet pupils developmental, emotional, and educational needs. Children develop and learn to a large extent, as a function of their interactions with adults and peers. The quality of the interactions between adults and children is an important proximal context of children's learning and development. Several studies have found out that the way adults and children interact in the classroom is critical to children's language, literacy, cognitive, socio emotional and self-regulation development (National Institute of Child Health and Human Development [NICHD] 2005; Hamre & Pianta, 2006; Split, Koomen, & Thijs, 2011). Teacher-pupil relationship can be defined as a shared understanding of acceptance, trust, respect, care and cooperation that emerged out of teachers' ongoing interactions with pupils. Ajaegbo and Ajaegbo (2014), defined teacher-pupil relationship as a situation in which a professionally trained teacher interacts with his or her pupils in a classroom to impart knowledge, skills, values and attitudes to bring about a desirable change in behavior. Teacher-pupil relationship should be positive, warm, supportive, symbiotic and goal-oriented. Apart from imparting knowledge and skills which is the primary aim of the teacher, human values such as respect, hard work, honesty, care, obedience among others should be inculcated through this relationship.

Researches have shown that teacher-pupil relationship has a significant influence on pupils learning and also a factor in raising pupils' academic success. Learning according to Ejiofor (2014), is a process of imbibing new ideas by an organism according to his/her ability which may or may not be noticed immediately in the behavior. However, in this context, learning is defined as a process of reconstructing previous knowledge in order to take in new knowledge, ideas, and skills through experience which may result to change in behavior of an individual. Effective learning generally means more knowledge generation (construction) with others (co-construction), and less independent knowledge acquisition (coverage). Effective learning can be defined as a

learning activity that takes place in a well prepared environment where teachers use appropriate teaching strategies to engage pupils in active construction of knowledge with others which promotes collaboration for learning and pupils taking responsibility of their learning. Watkins (2002), defined effective learning as an activity of construction, handled with (or in the context of) others driven by learner's agency in addition to monitoring and review of whether approaches and strategies are proving effective for the particular goals and context. Recently, many researchers and educators have given recent attention to the features of an effective learning environment. As postulated by Heick (2018), 10 characteristics of a highly effective learning environment includes: learners ask more questions than the teacher, questions are valued over answers, ideas come from divergent sources, a variety of learning models are used, classroom learning 'empties' into a connected community, learning is personalized by a variety of criteria, assessment is persistent, authentic, transparent and never punitive, the criteria for success is diverse, transparent, and co-created with students and families, learning habits are constantly modeled, and there are constant and creative opportunities for practice and growth. According to Kutt (2019), effective learning takes place in classrooms where teachers' strategies include: establishing and maintaining a good classroom ethos in which pupils are motivated to learn, planning, preparing and organizing lessons well, setting a good example and fostering good relationships with pupils, and having a high but attainable expectations of pupils. Effective learning is achievable where teacher relates positively to pupils.

Teachers have capabilities and skills to assist pupils develop to their full potentials and transform them to become useful individuals in the society at large. Howes and Ritchie (2002), provided teacher behaviours that promote positive relationships quality among teachers and pupils to include being positive, warm, sensitive and responsive. The teacher provides a sense of continuity or predictability throughout the day and teacher's words are kind and affirm the child. According to the authors, the teacher uses prompts to assist with transitions, active listening and validation of the pupil's feeling and experiences. Overall, the teacher appears genuinely interested and demonstrates a sense of caring through smiles, gestures and words of encouragement. As highlighted by Ajaegbo and Ajaegbo (2014), the following are conditions through which teacher-pupil relationships can be developed. Teacher's possession of admirable and acceptable qualities, conducive classroom environment, consideration of the needs and interests of pupils, skillful

handling of pupils' problems, effective communication mechanism, positive relationships with pupils' parents, evaluation of learning experiences, among others.

The relevance of teacher-pupil relationship in the learning environment cannot be undermined. It was evident in Spilt, Koomen and Thijs (2011), as a major factor affecting pupils' development, school engagement and academic motivation, and it forms the basis of the social context in which learning takes place. Pianta, Hamre and Allen (2012), asserted that through relationship and interactions in the classroom, relational, competence and relevance support are made available to pupils. Positive teacher-pupil relationships provide the foundation for successful adaptation to the social and academic environment for very young children at the onset of their formal education. Tyler and Boelter (2018), aptly observed that learners who think that their teacher is not cooperative towards them have low concentration in knowledge and are less participating in the learning environment. Seidl cited in Akhtar, Hussain, Afzal and Gilani (2019), posits that if pupils' relationships with their teachers are positive, they will be more involved and thus more interested about their learning. Conversely, Akhtar, et al opined that positive interactions foster learner's self-correction and social skills improvement and lower the level of behavior problems.

Positive relationships between teachers and pupils ultimately promote a sense of school belonging and encourage pupils to participate cooperatively in classroom activities and also influence pupils' relationship with peers (pupil-to-pupil acceptance) in the classroom. Positive teacher-pupil relationship has shown to be inevitable in the teaching-learning process as absence or abuse of it is detrimental to pupils learning and performance and therefore must be encouraged. The review of literature showed the teacher is at center of this relationship, if a teacher displays certain characteristics such as sensitivity, warmth, and effective behavior management techniques, there is evidence to suggest that this facilitates positive teacher-pupil relationships and in contrast, if a teacher lacks these characteristics, teacher-pupil relationships tend to be less positive. Against this backdrop therefore, the researchers intend to determine teacher-pupil relationship for effective learning in public primary schools in Orumba North Local Government Area of Anambra State.

Statement of the Problem

Academic success depends on a variety of factors and these factors can have a positive or negative effect on pupils' ability to stay motivated and succeed in school. Recent observation shows that there are poor learning outcomes in primary schools which increases as years go by yet teachers use diverse teaching methods to teach. If this situation is not remediated, the long term effect will bear on national development and set the upcoming generation backwards in the global scheme of events as well as the technological advancement. The poor teacher-pupil relationship may be a contributing factor to dwindling in standard of primary education. It therefore becomes crucial to investigate teacher-pupil relationship in order to foster effective learning in public primary schools in Orumba North LGA.

Purpose of the Study

This study aims to determine the teacher-pupil relationship for effective learning in public primary schools in Orumba North Local Government Area of Anambra State. Specifically, the study intends to;

1. Determine ways teachers can use to foster positive teacher-pupil relationships.

Research Question

The following research question guided the study.

1. What ways can teachers use to foster positive teacher-pupil relationship?

Method

This study focused on ways teachers can foster positive teacher-pupil relationships in public primary schools in Orumba North Local Government Area of Anambra State. The study was guided by one research question. Descriptive survey design was used for the study. The population of the study comprised of 503 public primary school teachers in 53 public primary schools in Orumba North LGA. Proportionate stratified sampling was used in selecting 100 teachers from the population. Simple random sampling was used to select 20 schools. A 20 item structured questionnaire titled Teacher-Pupil Relationship Questionnaire (TPRQ) was used for data collection. A four-point rating scale of Strongly Agree (SA)-4 points, Agree (A)-3 points, Disagree (D)-2 points, and Strongly Disagree (SD)-1 point were used. The instrument was subjected to face validation by three experts. A reliability co-efficient of 0.82 was obtained using

Cronbach Alpha. The data collected were analyzed using mean. The mean scores of 2.50 and above were regarded as agree while mean scores below 2.50 were regarded as disagree.

Result

Research Question 1: What ways can teachers use to foster positive teacher-pupil relationship?

Table 1: Teachers' Mean score responses on ways to foster positive teacher-pupil relationship.

S/N	TO BUILD POSITIVE RELATIONSHIP WITH PUPILS TEACHERS MUST:	\bar{X}	DECISION
1	Give pupils listening ears	3.58	Agree
2	Use child-centered teaching strategy	3.58	Agree
3	Encourage pupils to ask questions in the class	3.67	Agree
4	Encourage pupils by reinforcing their good performances	3.84	Agree
5	Give individualized attention to pupils	3.33	Agree
6	Allow parents to be involved in their children's learning	3.70	Agree
7	Use effective communication mechanism	3.72	Agree
8	Consider the needs and interest of the pupils	3.32	Agree
9	Possess admirable and acceptable qualities like being kind and patient with pupils	3.75	Agree
10	Create safe, secure and caring learning environment	2.67	Agree
11	Encourage pupils to do home work	2.72	Agree
12	Encourage group work among pupils	3.69	Agree
13	Correct pupils' classwork errors with love	3.40	Agree
14	Give immediate feedback to pupils	3.36	Agree
15	Encourage pupils' free access to teacher	3.54	Agree
16	Handle pupils family problems confidentially	2.89	Agree
17	Be responsive in solving pupils' problem	3.31	Agree
18	Diversify teaching skills to meet individual pupil's need	3.54	Agree
19	Observe and assess pupils always	3.40	Agree
20	Give advice to pupils often	3.39	Agree

From the table 1 presented above, the respondents agreed to all the items so listed as the ways teachers can use to foster positive teacher-pupil relationship. This could be seen from the

mean scores of 3.58, 3.58, 3.67, 3.84, 3.33, 3.70, 3.72, 3.32, 3.75, 2.67, 2.72, 3.69, 3.40, 3.36, 3.54, 2.89, 3.31, 3.54, 3.40, and 3.39 which is above 2.50 set as the bench mark for agreement.

Discussion

Findings from table 1 revealed that giving pupils listening ears, using child-centered teaching strategy, encouraging pupils to ask questions in the class, encouraging pupils by reinforcing their good performances, giving individualized attention to pupils, allowing parents to be involved in their children's learning, using effective communication mechanism, considering the needs and interest of the pupils, possessing admirable and acceptable qualities like being kind and patient with pupils and creating safe, secure and caring learning environment among others are the ways teachers can use to foster positive teacher-pupil relationship. These findings collaborate the findings of Howes and Ritchie (2002) who enumerated the teacher's quality to be supportive, positive, warm, sensitive, responsive and active listen. These findings are also in line with that of Ajaegbo and Ajaegbo (2014), who posits that the necessary factors for effective teacher-pupil relationship include effective communication, addressing pupils' needs and interests, teacher effectiveness, cordial relationship with pupils' parents, handling pupils' problems among others.

Conclusion

The classroom environment performs an important role in maintaining pupils' curiosity and interests. Positive teacher-pupil relationship should be seen as crucial element in the learning environment. When pupils observe a sense of security, control and belongingness, they are more involved in learning with eagerness and strength. Creating a learning environment that promotes positive teacher-pupil relationship and healthy collaboration can make pupils focus and active learners. These relationships provide opportunities for peer interactions and also promotes holistic development of pupils.

Recommendations

Based on the findings the following recommendations were made:

1. Teachers should depict good qualities, use child-centered approach and appropriate learning instructional materials in teaching these pupils in order to make learning meaningful, attractive and interesting to them.

2. Seminars and workshops should be frequently organized by state government for teachers to provide them with firsthand information on how to build and foster positive teacher-pupil relationship and the need to encourage the relationships.
3. All stakeholders in the educational system the teachers, educational managers, policy makers should give a priority attention to positive teacher-pupil relationship as it plays a pivotal role in the teaching and learning process.

References

- Ajaegbo, D. & Ajaegbo, N. (2014). Teacher-Pupil Relationship and the teaching learning process. In Umerah, C., Akaegbobi, O. & Eyisi, J. (Eds). *Excellence in the Teaching Profession*. Lagos: Transworld Times Press African Ltd.
- Akhtar, S., Hussain, M., Afzal, M., & Gilani, S.A. (2019). The impact of teacher-student interaction on student motivation and achievement. *European Academic Research*. Vol. 7, (2) (pp. 1201-1222)
- Brophy, J.E. & Good, T.L (2017). *Teacher-student relationships: causes and consequences*. Holt, Rinchart and Winston.
- Ejiofor, I., (2014). Motivation and its value in learning. In Umerah, C., Akaegbobi, O. & Eyisi, J. (Eds). *Excellence in the Teaching Profession*. Lagos: Transworld Times Press African Ltd.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC Publisher.
- Heick, T., (2018). *10 characteristics of a highly effective learning environment*. Retrieved from www.teachthought.com/learning/10-characteristics-of-a-highly-effective-learning-environment, January, 2020.
- Hamre, B.K., & Pianta, R.C (2006). Student-Teacher relationships. In Bear G.C, Minke KM. (Eds), *Children's needs ill: Development, Prevention and Intervention*. National Association of School Psychologist; Washington DC: pp.49-59.
<http://search.proquest.com/docview/1562002227>
- Howes, C. & Ritchie, S. (2002). *A matter of trust: connecting teachers and learners in the early childhood classrooms*. New York: Teachers College Press.
- Kutt, K., (2019). *Effective learning and teaching*. Retrieved from miksike.ee/documents/main/referaadid/effective-learning.htm. January, 2020
- Pianta, R.C., Hamre, B.K. & Allen, J.P (2012). Teacher-student relationships and engagement: Conceptualizing, measuring and improving the capacity of classroom interactions. In Christenson S.L (Ed), *Handbook of student engagement* (pp.365-386). New York, NY: Guildford.
- Split, J., Koomen, H.M. & Thijs, J. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review* 23(4), 457-477

Tyler, K., & Boelter, C., (2018). Linking black middle school students' perceptions of teachers' expectations to academic engagement and efficacy. *Negro Educational Review Spring 2018*.

Watkins, C., (2002). Effective learning: *National school improvement network research matters No17*. Retrieved from <https://www.researchgate.net/publication/258519369>

Extent of Early Childhood Educators Awareness of Violence Against Persons Prohibition (VAPP) Law in Public Primary Schools in Orumba South LGA of Anambra State

Okoli, Ijeoma A¹, & Ugwuode, Doris I. (Ph.D)²

¹⁻² Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Abstract

The study was on the extent of early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. Three research questions guided the study. The research adopted a descriptive survey research design. The population of the study comprised all the 110 early childhood educators in public primary schools in Orumba South Local Government Area. The entire population was used because it is not too large. The instrument for data collection was a 16 item structured questionnaire developed by the researchers titled "Early Childhood Educators' Awareness of Violence Against Persons Prohibition Law Questionnaire (ECEAVAPPLQ)". The Instrument was face validated by three experts. To establish the reliability of the instrument, Cronbach Alpha was used and a reliability coefficient of 0.73, 0.75 and 0.78 was obtained for the three clusters with an overall reliability coefficient of 0.76 obtained for the entire instrument. Data collected were analyzed using the mean score. The findings showed that the extent to which early childhood educators are aware of and implement Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State were to a low extent. Findings also revealed that lack of awareness/enlightenment campaign and non-inclusion of teachers in workshops, seminars on VAPP Laws among others were the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools. Based on the findings, it was recommended among others that government should organize public enlightenment campaigns to educate the teachers and the public on the existence and scope of the VAPP law and government should organize seminars, workshop for teachers and other stakeholders on the VAPP law.

Key words: Violence, early childhood educators, prohibition, awareness, law

Introduction

The quality of care and stimulation given to a child determines to a great extent, the level of physical, cognitive, social and emotional development that the child can attain even in later life. An enabling environment devoid of violence is needed for overall and healthy development of the child. The learning environment should therefore be safe. One of the factors that is of the best interest and needed for the child to develop optimally is safety. Safety according to Gina (2018), refers to the condition of being safe either psychologically or emotionally and freedom from danger, risk, or injury. In this study, safety is defined as the psychological, emotional, and physical conditions of persons who are located in an

environment that is not dangerous. The safety of a child is paramount in early childhood settings. It is therefore important that conditions in the environment are made conducive for the learners to achieve educational goals. The responsibility for making sure that children are safe and their needs are met is shared between the families, the general community, professionals working with children, law enforcement agents and government. The protection of children is not only an individual issue, but a community concern as well. Educators are an integral part of the community and as such can lead the community effort to combat violence against the child. The educator as a professional that works with children is charged with the duty of creating an enabling environment devoid of violence for overall and healthy development of the child.

Every individual who is involved with children has the obligation of knowing how to protect children from harm. The place of the childhood educator in creating such violence-free environment for the child is pivotal. To attain this appreciable level of development, there is need for educators to engage in developmentally appropriate practices for the best interest of the child. Best interest is a child rights principle which derives from article 3 of the UN Convention on the Rights of the Child (CRC) (2012), which states that in all actions concerning children whether undertaken by public or private, social welfare institutions, courts of law, administration, authorities or legislative bodies, the best interest of the child shall be a primary consideration. Kiprotich and Ong'ondo (2013), noted that it is extremely important that adults-especially parents, teachers, health workers and the general public who handle and interact with children - know about children's rights.

Article 19, Section 1 of the Convention of the Rights of the Child (2012) advocates that state parties must take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence and abuse. In this perspective, the Federal Ministry of Education (2016), points out that violence against children is a major threat to global development as well as the attainment of the millennium development goals. To combat this menace, therefore, requires a multi-stakeholder approach. This approach entails the involvement of all stakeholders in the education sector such as the educator in the protection of the child from violence. The educator is a major stakeholder in the education of the child, therefore, educators have a chance to see changes in their appearances and behaviors.

Today children are faced with a lot of violence that is affecting them physically, socially, mentally and health wise. Violence can be defined as any mean or harmful behaviour that is meant or intended to kill or hunt somebody. According to Center for Disease Control and Prevention, violence is the intentional use of physical force with the potential for causing death, disability, injury or harm. Violence as defined by Violence Against Person's Prohibition (VAPP) Act is any act or attempted act which causes or may cause any person physical, sexual, psychological, verbal, emotional or economic harm whether this occurs in private or public life, in peace time or in conflict situation. Violence Against Children (VAC) has many faces and forms. According to the World Health Organization (2016), Violence Against Children include all forms of violence against persons under 18 years old. It includes physical, psychological violence such as insults and humiliation, discrimination, neglect and maltreatment by parents, caregivers, teachers and authority figures, most often in homes but also in settings such as schools. These acts of abuse or violence affect emotional development of the child adversely. Panksepp, as cited in National Scientific Council on the Developing Child (2014), noted that the emotional health of young children or the absence of it is closely tied to the social and emotional characteristics of the environments in which they live, which include not only their parents but also the broader context of their families, schools and communities.

Young children who grow up in homes that are troubled by parental mental-health problems, substance abuse, or family violence face significant threats to their own emotional development. The experience of chronic, extreme, and/or uncontrollable maltreatment has been documented as producing measurable changes in the immature brain (National Scientific Council on the Developing Child, 2014). Kelly (2018), affirms that children have been exposed to many undesirable events such as abuse, trafficking, cultism, violence, injuries and other security issues. When these offences go unreported it affects the education of the child adversely. In the school, the childhood educator is considered to be among those who are well placed for the detection and prevention of these anomalies. The educator deals with children at this stage when a child's health, intellect, personality, character, emotional stability is molded. It is imperative therefore; that the childhood educator as much as possible is involved in practices that are to the best interests of the child and are in consonance with child rights.

In recent times, violence against the child has taken centre stage, the need to protect children from abuse and violence has become a pressing need. The prevalence of physical, sexual and emotional violence against children is high in Nigeria. Most children never tell anyone what has happened to them and few children ever get the help they need to recover. Violence during childhood has long lasting negative effects on mental and physical health and perpetuates the cycle of violence, with victims more likely to become perpetrators themselves. These current realities in Nigeria aroused the need to take steps to enact child friendly laws. The pressing need to protect women and children from violence led to the enactment and adoption of the Violence Against Person's Prohibition (VAPP) Law in Nigeria. VAPP is an act to eliminate violence in private and public life, prohibit all forms of violence against persons and to provide maximum protection and effective remedies for victims and punishment of offenders, and for related matters.

The Centre for Ethics Law and Development (CHELD, 2015) reports that on the 25th of May, 2015 the former President of Nigeria Goodluck Jonathan signed the Violence Against Persons Prohibition bill into law. The Act was as a result of agitation for protection of persons against the different forms of violence. Violence, both at the home front and the larger society is fast becoming a trend in the recent day Nigeria. It was the need to protect citizens from violence such as these that led to the enactment of the VAPP Act 2015. The VAPP provides a legislative and legal framework for the prevention of all forms of violence against vulnerable persons. It also intends to eliminate violence in private and public life and provide maximum protection and effective remedies for victims of violence, and punishment of offenders. This law is an offshoot of the Convention of the Rights of the Child (CRC) by the United Nations (UN) and its attendant ratification by the African Union (AU). The AU adopted its African Charter on the Rights and Welfare of the child (ACRWC) also known as the African Charter because member states of the AU believed that the CRC missed some important socio-cultural and economic realities particular to Africa. Nigeria is a signatory to the CRC and the African charter and as a member country of the UN and AU is expected to domesticate these conventions in order to implement them. The Federal Government of Nigerian VAPP Act of 2015 is an example of the various steps taken to domesticate these international conventions and implement them.

Anambra state, a state in Nigeria recognizes the priority of children issues in its political and socio-economic agenda and embraces its duties and responsibilities towards ensuring the well-being of all its children hence the ratification of the Nigerian VAPP law as Anambra State VAPP law (2018). This law came into effect in March, 2018 signed by the incumbent Governor Dr. Willie Obiano. Anambra state VAPP law is a law enacted to eliminate violence in private and public life, prohibit all forms of violence against persons. It is intended to provide maximum protection and effective remedies for victims and punishment of offenders and for related matters. The law in effect prohibits all forms of violence against persons and particularly for the purpose of women and children. The preliminary part of the Anambra State of Nigeria, (VAPP) law, is the interpretation of terms. This section also mentioned emotional, verbal and psychological abuse to mean repeated insults, ridicule and name calling, repeated threats to cause emotional pain. It also interpreted harassment as a pattern of conduct that induces fear of harm or impairs the dignity of a person. Physical abuse was interpreted as acts of physical aggression towards any person such as slapping, hitting, kicking and beating. All the terms as mentioned above are punishable according to the stipulations of the VAPP law.

The VAPP law concerns the childhood educator as a mandated reporter of violence. A mandated reporter is one who is required by law to report reasonable suspicions of abuse. Childhood educators in schools have the need to know the interpretation of certain actions taken in class, at home and in various spheres of life and how it affects the child and the teachers themselves. They should also be on the watch out to discover when a child is abused or in danger of violence. Denham as cited in National Scientific Council on the Developing Child (2014), posits that young children who have experienced significant maltreatment exhibit an early childhood equivalent of post-traumatic stress disorder. Their emotional repertoires have expanded dramatically and now include such feelings as pride, shame, guilt, and embarrassment - all of which influence how individuals function as contributing members of a society.

It is necessary for now that the law has been enacted to ensure that it is not merely words on paper, in other words, that it is implemented. At this time, one key aspect of achieving the purpose of the act is awareness. According to Onyemelukwe and Okekeogbu (2015), awareness of the law is critical and the wheel of justice can only start turning if a

case of violence is reported to the appropriate authority. The child is among a group of person regarded as vulnerable. Therefore, educators as mandated reporters of violence against the child require a sound knowledge of VAPP laws in operation in their domains in order to navigate successfully in their fields of endeavor. According to Sathiyaraj and Jayaraman (2013), educators' knowledge of Child Rights will lead to a better life for all children, and it is important that more teachers know about this issue. There is need for teachers to be aware of these facts and their implications to the educational system and also their responsibilities to the abused child as stipulated by the law.

Section 30, subsection 4 of the VAPP law (2018), stipulates that applications for protection orders may be brought by police officers, accredited service provider, social worker or a teacher who has interest in the well-being of the child. According to Nwazuo (2016), a protection order is an official legal document, signed by a judge that restrains an individual or state actors from further abusive behavior towards a victim. This is so because a child in the basic school is a minor, and the VAPP law empowers the teacher to apply for protection orders on behalf of a violated child. Knowledge of this law is of utmost importance to childhood educators as it will guide and direct them for effective and competent discharge of their duties. Against this backdrop therefore, the researchers tend to determine the extent of early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.

Statement of the Problem

The educator has a vital role in the identification, treatment, and prevention of violence especially against the child. Violence against persons is an international concern and National priority hence the enactment of the VAPP law in Nigeria and its attendant ratification in Anambra state. Under this law, the teacher is a mandated reporter who can file protection orders for a minor. They have a responsibility not only to report suspected abuse but to intervene. Regrettably most educators have little knowledge on how important their role could be. They seem not to be aware of the existence of the VAPP law and their role as stipulated by this law. It is against this backdrop that the researchers embarked on this study to investigate the extent of educators' awareness of the Violence Against Persons Prohibition

(VAPP) law and knowledge of the stipulated role of educators under the Violence Against Persons Prohibition (VAPP) law.

Purpose of the Study

The main purpose of the study was to determine the extent of early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. Specifically, this study sought to:

1. determine the extent of early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.
2. ascertain the extent of the roles played by early childhood educators' in the implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.
3. determine the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.

Research Questions

To guide this study, the following research questions were posed:

1. To what extent are early childhood educators' aware of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State?
2. To what extent do early childhood educators play the role of implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State?
3. What are the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State?

Method

The study was on the extent of early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA

of Anambra State. three research questions guided the study. The research adopted a descriptive survey research design. The population of the study comprised all the 110 early childhood educators in public primary schools in Orumba South Local Government Area. The entire population was used because it is not too large. The instrument for data collection was a 16 item structured questionnaire developed by the researchers titled “Early Childhood Educators’ Awareness of Violence Against Persons Prohibition Law Questionnaire (ECEAVAPPLQ)”. The Instrument was face validated by three experts. To establish the reliability of the instrument, Cronbach Alpha was used and a reliability coefficient of 0.73, 0.75 and 0.78 was obtained for the three clusters with an overall reliability coefficient of 0.76 obtained for the entire instrument. Data collected were analyzed using the mean scores. The level of extent of the items for research questions 1 and 2 was determined in relation to the boundary limits as indicated in the four-point rating scale of Very High Extent (VHE) = 3.50 – 4.00, High Extent (HE) = 2.50 – 3.49, Low Extent (LE) = 1.50 – 2.49 and Very Low Extent (VLE) = 1.00 – 1.49. For research question 3 a four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 were used to answer research question 3. The criterion mean was set at 2.50. Any item scoring 2.5 and above were regarded as agree while any item scoring below 2.5 were regarded as disagree.

Results

Research Question 1: To what extent are early childhood educators' aware of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State?

Table 1: Mean scores of respondents on the extent of early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.

S/N	Teachers awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools	X	Decision
1	I am aware of the existence of Violence Against Persons Prohibition law	2.47	Low Extent
2	I am aware of the contents of the document protecting the child from violence of any sort	2.40	Low Extent
3	I display a positive attitude towards the awareness of such law	1.76	Low Extent
4	I encourage the spread of the VAPP law in my school	1.50	Low Extent
5	I inform parents and community leaders about the VAPP law	1.40	Low Extent
	Cluster Mean	1.90	Low Extent

Table 1 above shows the extent to which early childhood educators are aware of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. All the items showed low extent. This shows that the extent to which early childhood educators are aware of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State are to a low extent. This can be attested to the grand mean for all the respondents which shows a mean of 1.90 which is of low extent.

Research Question 2: To what extent do early childhood educators play the role of implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State?

Table 2: Mean scores of respondents on the extent of the role played by early childhood educators on the implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.

S/N	Teachers role on the implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools	X	Decision
6	I report cases of violence against children to appropriate authorities	2.15	Low Extent
7	I support in reintegrating children who have been violated	1.63	Low Extent
8	I Create an enabling environment free of violence for the child	3.39	High Extent
9	I ensure the consciousness of VAPP law when dealing with pupils	1.84	Low Extent
10	I collaborate with social welfare workers in dealing with defaulters of the VAPP law	1.40	Low Extent
11	I bring violence-related issues into class discussions	2.41	Low Extent
	Cluster Mean	2.13	Low Extent

Table 2 above shows the mean response of early childhood educators on their roles played on the implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. items 6, 7, 9, 10, and 11 are of low extent while item 8 is of high extent. This shows that the extent of the role played by early childhood educators on the implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State are to a low extent. This can be attested to the grand mean for all the respondents which shows a mean of 2.13 which is of low extent.

Research Question 3: What are the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State?

Table 3: Mean scores of respondents on the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State.

S/N	factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools	X	Decision
12	Lack of awareness/ enlightenment campaign	3.39	Agree
13	Non-inclusion of teachers in workshops, seminars on VAPP Laws	3.65	Agree
14	Lack of governmental support in financing campaigns	3.06	Agree
15	Non-implementation of punitive measures by authorities	3.14	Agree
16	Educators lack of knowledge of their roles according to the VAPP law	3.79	Agree
	Cluster Mean	3.40	Agree

Table 3 above shows the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. All the items listed have mean scores of above 2.50. This shows that the items so listed are the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. This can be attested to by the grand mean score of 3.40 which is above the bench mark of 2.50.

Discussion

The findings in Table 1 showed that the extent to which early childhood educators are aware of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State are to a low extent. The results from the table shows that many teachers are not aware of the VAPP law, therefore do not conform to the stipulations of the VAPP Law. The attendant consequence is that the child is exposed to violent acts. The findings of this study are in line with that of Sathiyaraj and Jayaraman (2013), educators' knowledge of Child Rights will lead to a better life for all children, and it is important that more teachers know about this issue. Also, the finding of this study is in consonance with that of Kelly (2018), who posits that children have been exposed to many

undesirable events such as abuse, trafficking, cultism, violence, injuries and other security issues.

Findings in Table 2 also showed that the extent of the role played by early childhood educators on the implementation of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State are to a low extent. Finding revealed that teachers did not contribute much towards the implementation of the VAPP law. This is not a healthy development because teachers are key participants in the development of the child. Teacher's failure to contribute to implementation of the VAPP law can be traced to lack of awareness and knowledge of the basic provision of the act. These findings are in consonance with that of Onyemelukwe and Okekeogbu (2015), who posits that awareness of the VAPP act is critical and the wheel of justice can only start turning if a case of violence is reported to the appropriate authority.

Findings in table 3 equally revealed that lack of awareness/enlightenment campaign and non-inclusion of teachers in workshops, seminars on VAPP Laws among others are the factors that hinder early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools in Orumba South LGA of Anambra State. The above findings therefore, implies that teachers are not very much aware of the Violence Against Persons Prohibition (VAPP) law of which they can be of help when a child is involved in any violence. This is as a result of not involving teachers through workshops, seminar and conferences on certain things like this law that will help them in handling children under their care. It is when teachers are aware of this law that its proper implementation will take place. The finding is in line with that of Kiprotich and Ong'ondo (2013), who posits that it is extremely important that adults, especially parents, teachers, health workers and the general public who handle and interact with children know about children's rights.

Conclusion

The findings of this study show that teachers awareness of the VAPP law is to a low extent; the implementation of the law is also to a low extent. This situation is deplorable because the childhood educator is among the people who are well placed for the detection and prevention of violence against children. However, to surmount the factors that hinders

early childhood educators' awareness of Violence Against Persons Prohibition (VAPP) law in public primary schools, there is need for teachers to be open-minded, knowledgeable and aware of their responsibilities toward the protection of the child from violence.

Recommendations

Based on the findings, the following recommendations were made:

1. Government should organize public enlightenment campaigns to educate the teachers and the public on the existence and scope of the VAPP law.
2. Government should organize seminars, workshop for teachers and other stakeholders on the VAPP law.
3. Teachers should be drilled on how to report cases of violence against children should the need arise and also give them adequate protection as they carry out this duty.
4. Childhood Educators should be trained and motivated to go through this law in order to enable them successfully navigate.

References

- Anambra State Violence Against Persons Prohibition Act (2018) retrieved from <https://www.naptip.gov.ng/wp-content/>
- Centre for Health Ethnicity, Law And Development (CHELD) (2015), Retrieved from www.domesticviolence.com.ng.
- Federal Ministry of Education (2016). *Assessment of violence against children at the basic education level in Nigeria*. Federal Ministry of Education in Collaboration with UNICEF retrieved from www.unicef.org
- Gina, M. J. (2018). *Safety and security in schools: Case of KwaZulu-Natal province*. Hatfield: University of Tshwane.
- Kelly, T. (2018). *Improving school safety and security in your school and facilities*. Texas: Texas School Safety Centre.
- Kiprotich A and On'gondo C. (2013) An assessment of the level of awareness about Children's Rights among children in Eldoret Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 4(2) 279-287
- National Scientific Council on the Developing Child (2014). Children's Emotional Development Is Built into the Architecture of Their Brains: Working Paper No. 2. <http://www.developingchild.net>

- Nwazuoke, A. N. (2016). A Critical appraisal of the Violence Against Persons Prohibition Act (2015). *Journal of Law, Policy and Globalization*, 47, ISSN 2224-3259(online)
- Onyemelukwe, I. & Okekeogbu, C. (2015). The Violence Against Persons (Prohibition) Act: A CHELD Brief (Centre for Health Ethics Law and Development (CHELD), 2015) available at www.cheld.org accessed 15 May, 2020
- Sathiyaraj, A. & Jayaraman, K. (2013). A study on Childs Right awareness among the primary school teachers in Tiruchirappalli District of Tamilnadu. *International Journal of Scientific and Research Publication*, 3 (6) 2013 <https://www.ijsrp.org>
- The Convention on the Rights of the Child (2012). www.unicef.org/pdfs/SO...
- World Health Organization (2016) retrieved from <https://www.who.int>

Effect of Reciprocal Peer Tutoring on Reading Achievement of Primary School Pupils in Awka South Metropolis

Anidi, Charles A¹, & Obumneke-Okeke, I. M. (Ph.D)²

¹⁻² Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

Abstract

Observations and experiences by researchers in Nigeria have shown that pupils lack reading and comprehension skills and as a result, perform poorly in reading comprehension. There is, therefore, the need for instructional approach that make children strategic readers. This study investigated the effect of reciprocal peer tutoring on reading achievement of primary school pupils in Awka Metropolis in Awka South Local Government Area. Three research questions guided the study. Two null hypotheses were tested at 0.05 level of significance. The study adopted a quasi-experimental design specifically the pre-test, post-test design. The population comprised 3,419 primary five pupils in Awka metropolis and 65 pupils selected from schools that use Macmillan English who participated in the study formed the sample. Reading Achievement Test (RAT) was used as an instrument for data collection. The reliability coefficient for RAT using Kuder-Richardson Formula 20 was 0.89. Pupils in the experimental group were taught reading using reciprocal peer tutoring while those in the control group were taught reading using conventional method which is lecture method. Data collected were analysed using mean scores for research questions and Analysis of Covariance (ANCOVA) for testing the hypotheses. Major findings revealed that pupils taught reading with Reciprocal Peer Tutoring (RPT) performed significantly better than those taught with conventional method. There was no significant difference in the performance of male and female pupils taught reading with RPT. Based on the findings, it was recommended that RPT should be adopted by teachers for teaching English comprehension in the primary schools. Workshop and conferences on the use of reciprocal peer tutoring in teaching and learning of reading should be organized for teachers by school authorities and educational administrators at least annually.

Keywords: Reading, peer tutoring, primary school, pupils, achievement

Introduction

An interesting spectrum of human personalities abounds in any primary school classroom. Each individual has his or her unique academic needs. Nwosu (2012) noted that in schools individuals with diverse capabilities came to learn and to grow. Some learn how to read with ease, others learn with certain difficulties, some achieve highly and some poorly even below what is expected of them. Quite interestingly, however, the Federal Government of Nigeria in her National Policy on Education (2013) stated that the goals of primary education is to inculcate permanent literacy and numeracy and ability to communicate effectively in the recipient. (Federal Republic of Nigeria 2013). Aggarwal as cited by Nwosu (2012), sees education as process which draws out

the best in the child with the aim of producing well balanced personalities, culturally refined, emotionally stable, ethically sound. Mentally alert, morally upright, physical strong, socially efficient, spiritually upright, vocational self-sufficient and academically balanced. The school serves as one of the agents for achieving this worthwhile aim.

To achieve this aim and be successful in this 21st century, an individual requires the ability not just to read and write but also the possession of strategies that enables one to read critically so as to solve the ever complex and challenging problems confronting the society. The achievement of basic foundations in literacy is indispensable for any academic success in formal education as they created basis for further learning. A child who acquires the ability to read at an early stage is bound to improve on other cognitive demands because it is the key to educational achievement. Therefore, a child's success in school and throughout life depends, to a high extent, on the ability to read. Reading is important as it aids in the cognitive demands of learners. It is a skill that aims at facilitating the acquisition and development of relevant literacy skills for effective communication in different contents (Nwosu 2017). According to the author, becoming a reader is a continuous process that begins with development of oral language skills and leads to independent reading over time. Oral language is the ability to speak and listen, is a vital foundation for reading success. Nwosu (2017) also stressed that children learn the language of their environment as they observe, listen, speak and interact with adults and other children in their environment.

Reading for comprehension helps children or pupils to construct meaning from texts as well as to examine and extend the meaning of the text to previous reading. However, Loan (2012) opined that reading is a much more complex process involving the understanding of a whole text composed of written signs and not just mere extraction of visual information from a given code. In addition, reading is fundamental to progress and success in all other school subjects. The development of reading skills involves the participation of children, parents, educators and community as a whole, since it is process-oriented and involves socio-cultural dynamics. The importance of reading intervention in the early years of formal education is emphasized by Hecht and Greenfields (2001) who noted that few changes in individual reading skills occur after primary three. Additionally, poor academic outcomes, increased behavioural problems, higher probability

of dropping out of school are all more likely to result following failure to acquire literacy skills at primary school level.

Most pupils reading abilities are very poor and has led to low performance in reading comprehension. Aina, Ogundele and Olanipekun (2013) reported that over the years, reading achievement of pupils at the primary school has been below eighty percent and this has led to a great deterioration in their external examinations. There is a great need for innovative remediation reading strategic for primary school in Nigeria. Lack of basic skills in reading and writing has been blamed on the type of method used to teach reading the teachers. The conventional methods of instruction are chiefly and commonly used at all levels in Nigerian school (Oviawe, 2010). Oviawe further noted that in this method, the teacher assumes the more active role in the lesson, as he exposes the learners/pupils to new ideas, more like a harbinger of information. Also Amekodo (2012) stated that conventional method is widely practised because a teacher can reach a large number of pupils at the same time and a large amount of materials can be covered within a short period of time. Not that conventional method is completely bad, but its flaws remain. Lawal as cited in Ofodu (2009) stressed that through observation and personal experience that generally teachers often test pupils reading achievement instead of teaching them how to read and comprehend. The teachers equally employ the conventional approach where reading is seen as a solo affair in which the learner is hooked to its text and is not encouraged to read and dialogue with peers or in groups. The consequence of use of conventional method in teaching English language is that pupils are unable to retain their learning and apply it to a new situation (Abbas & Jafar, 2012). Abbas and Jafar asserted that cooperative learning strategies will help pupils become active learners in the classroom. They explained that cooperative learning is a teaching strategy in which small groups are formed, each with pupils of different levels of ability and using a variety of literature to improve their reading skills.

Cooperative learning according to Abbas and Jafar (2012), is an interactive process in a social setting that allows pupils to explore and work in groups, making meaning of tasks and setting out to solve problems that are perplexing to them. Pupils interact with each other on the grounds that with their peers, they are able to operate on equal footing. Also, they see that throughout the interaction, there is non-authoritarian exchange of ideas, and freedom to ask questions and express opinions as the interaction is more horizontal than vertical. According to Reiness as cited in

Oviawe (2010), cooperative learning among peers promotes learning outcomes, higher thinking skills, social interaction, experiences and context that make pupils willing and able to learn. Reiness further identified three distinct areas of cooperative learning among peers namely: Cross-Age Tutoring (CAT), Peer Tutoring (TP), and Reciprocal Peer Tutoring [RPT]. In this study, Reciprocal Peer Tutoring RPT will be discussed.

RPT method is a situation whereby the pupils reverse the roles of tutor and tutee in a reciprocal manner (Uroko 2010,). It allows each child to reap the benefit derived from preparing to teach another child. Children provide instruction, evaluation and reinforcement to one another, thereby creating mutual assistance and social support among themselves. RPT also has the tendency to build self-efficacy in a pupil who acts as a tutor and source of knowledge (Nwosu, 2012). The goal of RPT is to use discussion to enhance pupils reading comprehension, develop self-regulatory and monitoring skills and achieve overall improvement in motivation. However; it has been reported in research that reading skills acquisition can be influenced by certain factors such as gender.

Gender stresses the roles and responsibilities of males and females. Gender refers to one's subjective feelings of maleness or femaleness irrespective of one's sex (Ezeh, 2013). Ezeh further stated that gender is classified into masculine or feminine and is concerned with the attitudes that describe males and females in the socio-cultural context. The issue of gender on reading achievement of pupils have become an area of interest to researchers. Research studies show evidence of girls' superiority over boys in reading (Coley 2001, Umoh, 2001; Newkirt cited in Onuigbo, 2008). Some studies however, reported that boys achieved better (Uroko, 2010). Following these argument, it is pertinent to resolve this research finding controversy on gender, as it affects reading comprehension achievement.

In Anambra State, Nigeria, pupils who struggle with reading can be found in primary schools. This has become worrisome that parents often employ the services of home tutors to basically review what has been taught in school; perhaps the child might assimilate reading skills on a second teaching attempt. However, this does not appear to always solve the problem in which these children find themselves. It is thus expedient to try other methods that give the learner a more active role in the learning process, such as RPT in a collaborative environment. This is more so,

because pupils' involvement in lesson preparation and the self-confidence that emanate from the feeling of integration and recognition. The reciprocal interaction in peer tutoring, can help learners to meet one of the objectives of primary education in Nigeria which is the development of literacy and numeracy skills (Federal Republic of Nigeria 2013). It becomes necessary to examine the effect of this mode of instruction (RPT) on the reading achievement of pupils using comprehension passages in English Language.

Statement of the Problem

Reading for comprehension has been indicated to be very important in the life of any pupil. It is important in academic achievement as it helps pupils to construct meaning from texts as well as to examine and extend the meaning of the text. From observation and experience by researchers in Nigeria and Awka Metropolis in particular, the prevailing problem is that reading achievement of pupils have been declining steadily. Teachers, parents, curriculum experts and evaluators are worried, especially when the poor achievement has been blamed on inadequate reading comprehension skills.

It is believed that if the reading comprehension achievement of pupils in the primary school remains like this, it will affect the future academic achievement of these children and more so the economic and technological growth of the country. Poor reading achievement of primary school pupils can be attributed to the teaching approach (conventional teaching methods) adopted by teachers. This method in use is considered inadequate as it makes pupils remain passive learners. Although the problem of pupils' poor performance in reading achievement in primary schools do exist and thereby truncating societal need and primary education objectives, there is need for innovative and more effective instructional techniques like RPT. It is against this back drop that the study sets out to examine the effects of reciprocal peer tutoring (RPT) on primary school pupils' reading achievement in English language. The purpose of this study is to determine the effect of reciprocal peer tutoring on the reading achievement of primary school pupils in English language.

Research Questions

The following research questions guided the study:

1. What is the effect of reciprocal peer tutoring (RPT) on the reading achievement pre-test and post-test scores of primary five pupils in English language when compared with conventional teaching method?
2. What is the effect of RPT on reading achievement pre-test and post-test scores of male and female pupils in English language?
3. What is the effect of conventional method on reading achievement pre-test and post-test scores of male and female pupils in English language?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There will be no significant difference between the mean achievement pre-test and post-test scores of pupils taught reading using RPT and those taught with conventional method.
2. There will be no significant difference between the mean achievement pre-test and post-test scores of male and female pupils taught reading using RPT.

Method

The study was carried out to determine the effect of RPT method on the reading achievement of primary school pupils in Awka Metropolis. Three research questions and two hypotheses guided the study. A quasi – experimental design was used for the study. The population of the study comprised of 3419 primary schools pupils in Awka metropolis. A sample size of 65 pupils from 2 (two) schools randomly selected was used. The instrument for data collection in this study was Reading Achievement Test (RAT). Each unit was covered and lesson plan was also used as instructional tools. The reading achievement test was based on six weeks lesson plan. The RAT is a 30 items, four options multiple choice test compiled from six comprehension passage from Macmillan English Textbook for primary five. Primary five was used for the study because it is the onset for preparing pupils for external examinations and it is assumed to be fluent in reading comprehension. The RAT and the lesson plan were subjected to both face and content validation. Two experts in the Department of Early childhood and Primary Education and one expert in the Department of Educational Foundations (Measurement and Evaluation) all from Nnamdi Azikiwe

Univerity, Awka. To determine the reliability of the instrument RAT, the internal consistency of RAT was determined using the Kuder – Richardson formula 20 (KR–20). The coefficient of internal consistency was found to be 0.89. it was administered to the pupils (control and experimental group) as pre-test before they were taught for six weeks using validated lesson plans for RPT techniques and conventional method. At the end of the treatment, the items were reshuffled and administered to the subjects as post-test. The research questions were answered using statistical mean, while the null hypotheses were tested using Analysis of Covariance (ANCOVA). In this case, the pre test scores were used as covariante measures on the post test scores.

Results

Research Question 1: What are the effect of RPT and conventional method on the reading achievement of primary five pupils in English language?

Table 1: Mean and standard deviation for pre-test and Post-test Reading Achievement score of pupils taught with RPT and Conventional.

Reading Achievement							
Groups	No	Pretest		Post test		Gained	Decision
		Mean	Stand dev	Mean	Stand dev	Mean	
RPT	35	38.86	5.806	47.83	4.762	8.97	Effective
EM	30	34.07	8.733	35.40	11.069	1.33	

**RPT=reciprocal peer tutoring*
EM = Expository method

Table 1 showed the pre-test mean and post test scores of the pupils on reading achievement in the RPT and control groups. The pre-test mean scores of the RPT was higher than that of the control group. Also the post-test means scores treatment group was significantly higher with mean gain of 8.97 than that of the control group with mean gain of 1.33. This shows that RPT enhanced reading achievement in English language.

Research Question 2: What is the effect of RPT on reading achievement pretest and post test scores of male and female pupils in English language?

Table 2: Mean and standard deviation for Pre-test and Post-test Reading Achievement Scores of Male and Female Pupils Taught with RPT

Reading Achievement							
Groups	No	Pretest		Post test		Gained	Decision
		Mean	Stand dev	Mean	Stand dev	Mean	
Male	18	39.11	5.411	46.67	5.17	7.56	More effective
Female	17	38.59	6.35	49.06	4.07	10.47	

Table 2 shows the pre-test and post-test score mean and standard deviation of reading achievement scores of male and female pupils in the RPT. The pretest mean score of male pupils is 39.11 while their posttest mean score is 46.67. Their mean gain is 7.56. The pretest mean score of female pupils is 38.59 while their post mean score is 49.06. Their mean gain score is 10.47. This indicated that female pupils gained more in RPT than male pupils.

Research Question 3: What is the effect of conventional method on reading achievement Pre-test and Post-test of male and female pupils in English language?

Table 3: Pre-test and Post-test mean Reading Achievement Scores of Male and Female Pupils taught with expository Method

Groups	No	Pretest		Post test		Gained	Decision
		Mean	Stand dev	Mean	Stand dev	Mean	
Male	13	33.23	9.471	34.62	10.046	1.39	No difference in effective
Female	17	34.71	8.365	36.00	12.062	1.29	

Table 3 shows the pre-test and post-test mean and standard deviation of reading achievement scores of male and female pupils in the control group. The pre-test mean score of male pupils is 33.23 while their post-test mean score is 34.62. Their mean gain is 1.39. The pre-test mean score of female pupils is 34.71 while their post mean score is 36.00. Their mean gain score is 1.29. This indicated that male pupils gained more in control group than female pupils.

Hypothesis 1: There is no significant difference between the mean achievement pre-test and post-test scores of pupils taught reading using RPT and those taught with conventional method

Table 4: ANCOVA for Differences in Reading Achievement of Pupils

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	Decision
Corrected Model	3816.442 ^a	2	1908.221	39.397	.000	.560	
Intercept	854.085	1	854.085	17.633	.000	.221	
Prettest	1321.167	1	1321.167	27.277	.000	.306	
Group	1291.977	1	1291.977	26.674	.000	.301	Significant
Error	3003.004	62	48.436				
Total	121984.000	65					
Corrected Total	6819.446	64					

a. R Squared = .560 (Adjusted R Squared = .545)

Table 4 shows that there is a statistically significant difference between the mean achievement scores of pupil taught reading using RPT and those taught with expository method. This is because the p-value (.000) is less than the level of significant (0.05). Based on the above, the null hypothesis is rejected, implying that there is a statistically significant difference between the mean achievement scores of pupils taught reading using RPT and those taught with expository method.

Hypothesis 2: There is no significant difference between the mean achievement pre-test and post-test scores of male and female pupils taught reading using RPT

Table 5: ANCOVA for Differences in Reading Achievement of Male and Female Pupils Taught Reading with RPT.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	
Corrected Model	139.593 ^a	2	69.796	3.537	.041	.181	
Intercept	1015.119	1	1015.119	51.449	.000	.617	
Pretest experimental	89.563	1	89.563	4.539	.041	.124	
Gender experimental	56.220	1	56.220	2.849	.101	.082	Not significant
Error	631.379	32	19.731				
Total	80836.000	35					
Corrected Total	770.971	34					

a. R Squared = .181 (Adjusted R Squared = .130)

Table 5 shows that there is no significant effect of treatment in the posttest reading achievement of male and female pupils $F(1, 34) = 2.849, p > 0.05$. This means that there was no significant difference in the mean achievement scores of male and female pupils in the reading achievement taught with RPT. Therefore, the hypothesis that there is no significant mean difference in the reading achievement of male and female pupils taught with RPT is not rejected.

Discussion

The effectiveness of reciprocal peer tutoring was demonstrated through significant improvement in the reading achievement of pupils taught with it. The result of the data clearly shows that the experimental group who were taught with RPT achieved better than the control group who were taught with expository method. The analysis of hypothesis 1 using ANCOVA also shows a better reading achievement by the experiment group. This means that reciprocal peer tutoring seems to have contributed immensely to the improvement of pupils reading achievement. The result of the findings is in agreement with previous research findings of Uroko (2010), who

state that that reciprocal peer tutoring are beneficial to students, because they encourage students to read more, think deeply about books, listen carefully to classmates, share their responses and interpretations of texts, and often become lifelong readers. Also in line with the study Ofodu (2009), examined the effect of RPT on students' reading performance as well as their effects on students' levels of comprehension, performance levels and the gender of students showed that students learned, maintained and generalized more words. The author's report proved that RPT was the most effective method of teaching reading

There was no significant difference between the reading achievement of male and female pupils taught reading with reciprocal peer tutoring. This was shown from the result of the data that male and female pupils taught with RPT performed equally. The analysis of hypothesis 2 using ANCOVA as shown in table shows equal performance in the reading achievement of male and female pupils taught with RPT. This is in line with Igbo (2004) who maintain that instructional approaches neither favor or disfavor a particular sex in achievement. The findings of this study also agreed with Agiande (2006) that gender is not a significant factor in pupils' achievement. A well applied teaching strategy would produce the same effect on the pupils' achievement in reading English irrespective of sexes.

Conclusion

The findings from the study revealed the effects of reciprocal peer tutoring on pupils reading achievement in English language after they had been taught with the technique. In this regard, there was a significant difference in the mean achievement scores of pupils taught with RPT and those taught with conventional method. It was concluded that pupils taught with RPT achieved better than those taught with conventional.

Recommendations

Based on the findings of this study and taking into cognizance its educational implications, the following recommendations were made:

1. To enhance pupils reading achievement, new innovative instructional strategies as RPT should be adopted in the primary schools, especially in teaching English language. Also school authorities and educational administrators should ensure that RPT is integrated in our schools since it will help the pupils in becoming cooperative learners and problem solvers.

2. Teachers training colleges and universities should incorporate reciprocal peer tutoring in their curriculum so that prospective teachers will be acquainted with the basic skills of designing instructional materials for use and implementation of RPT in their respective classroom. Teachers should be well equipped and integrated with RPT for an effective teaching, mastery and its application in the teaching and learning processes.
3. School authorities and educational administrators should organize seminars, conferences and workshops for teachers to acquire skills for effective use of reciprocal peer tutoring in schools since it improve reading achievement.
4. Government should finance the use of RPT by sponsoring conferences and workshops for teachers and curriculum planners, so that curriculum planners can develop improved instructional materials that would meet up to the needs of the global society and encourage teachers to use them in their instructional activities.

References

- Abbas, A.Z & Jafar, K. (2012). Effects of the two models of cooperation learning on EFL reading comprehension and vocabulary learning. *Modern Journal of Language Teaching Methods*, .9 (2), 77-80.
- Agiande, D.U (2006). Environmental awareness and attitude of secondary school students' in Ogoja educational zone of Cross River State. *Masters thesis*, University of Nigeria, Nsukka.
- Aina, J.K; Ogundele, G.A & Olanipekun, S.S. (2013). Students' proficiency in English language relationship with academic performance in science and technical education. *American Journal of Education Research*, 1(9), 355-358.
- Amokedo, O.O. (2012). Classroom participation and study habit as predictors of students' achievement in Literature in English. *Unpublished M.Ed. Thesis*, University of Ibadan.
- Eze, D.N. (2013). *Science without Woman? A paradox*. University of Nigeria press.
- Federal Government of Nigeria (2013). National Policy on Education N.ER.D.E PRESS from:[http://www.idonline.org/indindepth/reading/peer assisred.html](http://www.idonline.org/indindepth/reading/peer%20assisred.html).
- Hecht S.A & Greenfield D.B (2001). Comparing the predictive validity of first grade teacher ratings and reading skills in young children exposed to poverty. *School Psychology Review* 30, 50-69.
- Igbo J.N. (2004) *Effect of Peer Tutoring on Mathematics Achievement of Learning Disabled Children*. A *Ph.D. Thesis*, University of Nigeria, Nsukka.

- Lawal, R.A. (2005). Cultivating the reading culture in Nigeria. Being the full text of a lecture delivered at the Post-graduate Students' Association Week, University of Ilorin, Ilorin, Monday, 19th Sept, 2005
- Loan, F. A. (2012). Reading habits of rural and urban college students in the 21st century. *Library Philosophy and practice*. <http://unllib.unl.edu/LPP/>.
- Nwosu , K, C. (2012). *Effects of reciprocal peer tutoring on the test anxiety and academic achievement of low achieving students. A Master Thesis*; Nnamdi Azikiwe University, Awka. In Goodlad, S & Hirst, B.(Eds). *Explorations in peer tutoring*. Oxford Basil Blackwell Ltd.
- Ofodu, G. O. & Lawal, R. A. (2011). Cooperative instructional strategies and performance Plevels of students in reading comprehension. *International Journal of Education Science*, 3(2), 103-107.
- Ofodu, G. O. (2009). *Comparative effects of two cooperative instructional methods on reading performance of secondary school student in Ekiti State Nigeria*.
- Onuigbo, L. N. (2008). *Effects of elaborative rehearsal and self –questioning strategies on reading comprehension of students with visual impairment A Ph.D Thesis*; University of Nigeria, Nsukka.
- Oviawe, J. I. (2010). Differential effects of three instructional methods on students' performance in building technology in polytechnics on Nigeria *Ph.D Thesis*, University of Nsukka.
- Uroko, J. E. (2010). Effect of reciprocal peer tutoring on achievement interest and perceived self-efficacy in reading comprehension of senior secondary school students in Enugu State, Nigeria. *A Ph.D Thesis*; University of Nigeria, Nsukka.

Strategies for Promoting Primary School Pupils' Understanding of Mathematical Concepts in Onitsha South Local Government Area, Anambra State.

Edwin-Ezeoka Cynthia A¹., Ekweozor Edith C²., & Bello Usman³

¹⁻² Department of Early Childhood and Primary Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

³ Department of Primary Education, Shehu Shagari College of Education, Sokoto, Nigeria.

Abstract

This study investigated the strategies for promoting primary school pupils' understanding of mathematical concepts in Onitsha south local government Area, Anambra state. A descriptive survey design was adopted. Two research questions guided the study. The population consists of 1,105 primary school teachers with a sample of 100 teachers drawn using simple random sampling technique. A 20 item Questionnaire titled "Strategies for Promoting Primary School Pupils' Understanding of Mathematical Concepts Questionnaire (SPPSPUMCQ) was used to collect the data. The instrument was validated by 3 research experts. The data collected were analyzed using mean. A gross reliability coefficient of 0.75 was obtained using Cronbach-Alpha method. Result showed that lack of adequate textbooks, instructional materials and parental support are the factors that hinder pupils' understanding of mathematical concepts. The study therefore recommended among others that Mathematics should be taught by specialized teachers, Parents should endeavour to give full support to pupils' mathematics learning, adequate textbooks and instructional materials should be provided for the pupils' teaching and learning of mathematics.

Keywords: Strategies, mathematics, mathematical concepts, primary education

Introduction

Mathematics is an everyday experience for both young and old. Majority of man's daily activities revolves around mathematics. According to National research council (2001), mathematics is one of humanity's great achievements. By enhancing the capabilities of the human mind, mathematics has facilitated the development of science, technology, engineering, business, and government. Naturally, mathematics nurtures the power of reasoning, creativity, abstract or spatial thinking, problem-solving ability, critical thinking, and effective communication skills. For people to participate fully in society, they must know basic mathematics. Citizens who cannot reason mathematically, are cut off from whole realms of human endeavour. Innumeracy deprives them not only of opportunity but also of competence in everyday tasks (National Research Council 2001). Mathematics plays a major role in the development of a child and also helps children make sense of the world around them (Louis 2018). Mathematics is an important aspect of learning for primary school children; because it provides vital life skills which will help children problem-solve, measure and develop their own spatial awareness (Louis 2018). The science of mathematics

depends on the mental ability. It is the means to develop the thinking power and reasoning intelligence, which sharpens the mind and makes it creative. The development of human beings and their culture depend on the development of mathematics. This is why it is known as the base of human civilization (Dharmendra 2017).

Mathematics in its simplest definition can be defined as the study of numbers, shapes and patterns. The Oxford advanced learner's dictionary (6th edition) defined mathematics as the abstract science of number, quantity, and space either as abstract concept (pure mathematics) or as applied to other disciplines such as physics and engineering (applied mathematics). Dharmendra (2017), defined mathematics as the study of assumptions, its properties, and applications. Mathematics can also be defined as the study of numbers, shapes, and space using reason and usually a special system of symbols and rules for organizing them (Cambridge dictionary). Mathematics is a branch of science, which deals with numbers and their operations. It involves calculation, computation, solving of problems. Roohi (n.d), defined mathematics as the study of quantity, structure, space, and change; it has historically developed through the use of abstraction and logical reasoning from counting, calculation, measurement, and the study of shapes and motions of physical objects.

Mathematics as a subject in the primary level of education is a very vital subject that has great potentials in aiding to the children's growth and development. As a result of the nature of its importance in the growth and development of young children; mathematics is deemed as a core subject in the primary education curriculum. The primary grades are often considered the most important years of a child's school career; because it is the foundation stage for all other further level of education. The inspiring and effective nature of mathematics has made a great emphasis to be placed on it as one of the major content knowledge which the primary school children will use as the foundation for the rest of their education (Lawrence 2018). An important aspect of teaching and learning is that the learner's age, level of development and level of comprehension, has to be given a due and appropriate consideration; in respect to this, an appropriate understanding of the primary school children has to be effectively taken into consideration.

Primary school children are children under the tutelage of receiving primary education. Primary education is typically the first stage of formal education, coming after pre-school and before secondary school. Primary education takes place in primary school, elementary school or first and middle school depending on the location. Etor, Mbon, and Ekanem (2013), opined that

primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored. The Federal Republic of Nigeria (2004), defined primary education as the education given to children aged 6 to 11 plus in primary schools; and that the primary level is the key to the success or failure of the whole system since the rest of the education system is built upon it. Also the Federal Republic of Nigeria (2004), listed the goals of primary education to be:

- a. Inculcate permanent literacy and numeracy and ability to communicate effectively.
- b. Lay a sound basis for scientific and effective thinking.
- c. Give citizenship education as a basis for effective participation in and contribution to the life of the society.
- d. Mould the character and develop sound attitude and morals in the child.
- e. Develop in the child the ability to adapt to the child's changing environment.
- f. Give the child opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity.
- g. Provide the child with the basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Furthermore, Anero (2014) emphasized that primary education is commonly observed to be an education given to children within the late childhood. Primary education is best understood to cover education one receives before entering secondary school or reaching early adolescents. Primary school children are classified to be in the stage of concrete operational stage in respect to Jean Piaget's theory of cognitive development. At this time, elementary age and pre-adolescent children ages 6 to 11; show logical, concrete reasoning. The children's thinking become less focused on themselves, they are increasingly aware of external events. They begin to realize that their own thoughts and feelings are unique and may not be shared by others or may not even be part of reality. Most children of this stage can't think abstractly or hypothetically. Federal Republic of Nigeria in Ncheke (2016), also noted that teaching at this level shall be by practical, exploratory and experimental methods. Boskic (2011), sees children within this age-range 6-12 to be in their middle childhood. Boskic (2011), further defined them to continually grow. Cognitive development becomes increasingly complex as the children continue to learn how to make sense of the world around them. This is also a busy time for picking up academic skills. Children in this stage are learning how to read, write, spell and perform simple mathematical operations. Boskic

(2011) also explained that children at this age are very curious and eager to learn. It is important to foster this curiosity and eagerness to learn by answering their questions and giving them fun and fulfilling activities to engage in. They are very concrete in the way they view the world. They need to experience things in order to understand them. It is therefore extremely important that they be provided with a lot of opportunities to play and experiment with everyday situations and materials. Sufficient understanding of the primary school children's development and growth will serve as a guide to the teachers and care givers in their teaching and learning of mathematics to primary school pupils. It will also help them to comprehend the complexities involved in mathematical learning and understanding of mathematical concepts.

Mathematical learning is associated with the development of mathematical understanding. Mathematical understanding entails understanding of mathematical concepts (Taylor 2013). According to view of Simon (2018), promoting mathematical understanding is one of the most difficult challenges in teaching. Promoting as a word itself means to raise or to increase from a lower position to a higher position. Hence promoting in this context simply means raising or increasing the understanding of mathematical concepts in primary school pupils. Effective understanding of mathematical concepts by primary school pupils will be a great boost in their intellectual prowess and a great plus to the way they reason and handle the challenging problems they encounter in their daily living. Concepts are defined as abstract ideas or general notions that occur in the mind, in speech, or in thought. They are understood to be fundamental building blocks of thoughts and beliefs. Concepts play an important role in all aspects of cognition. Also concepts can be viewed as principles or ideas; they can also be seen as ideas of how something is, or how something should be done. Concepts can also be taken to mean abstract or general ideas inferred or derived from specific instances. According to Stamford encyclopedia of philosophy, concepts are the building blocks of thoughts. Consequently, they are crucial to such psychological process as categorization, inference, memory learning and decision making.

Bringing it together, mathematical concepts simply means the ideas or the notions of how mathematical problems are solved. Simon (2017), defined mathematical concepts to be the knowledge of the mathematical necessity of a particular mathematical relationship. Simon (2018), went further to buttress this saying this means knowledge that given what we have learned previously, a particular relationship must exist. This can also be seen as the knowledge of the logical necessity of a mathematical relationship. Mathematical concepts are the ideas that serve as

a guide to a better understanding of mathematics. Teaching children mathematics cannot be effective without helping them develop a proper comprehension balance of mathematical concepts. It is their understanding of mathematical concepts that will lay the foundation blocks of learning and understanding mathematics. Helping children to understand mathematical concepts can take variety of forms. These variety of forms can otherwise be called strategies.

Strategies in its simplest meaning can be defined as a plan of action designed to achieved a long term or overall aim. Strategy can be intended or can emerge as a pattern of activity. The Longman dictionary defined strategy as a planned series of action for achieving something. Generally, strategy can be seen as a skillful planning with the aim of achieving a laid down goal or objective. Thinking about the necessary strategies that will promote primary school pupils' understanding of mathematical concepts; teachers and caregivers of primary school pupils should bear in mind that children begin learning mathematics well before they enter elementary school. Starting from infancy and continuing throughout the pre-school period, they develop a base of skills concepts and misconceptions (National Research Council 2001). Also children are interested in mathematics well before they start school. They notice basic shapes, construct and extend simple patterns and learn to count. Hence, it is very necessary to build on children's natural interest in math to make their understanding of mathematical concepts much easier (National Center for Educational Evaluation and Regional Assistance, 2013). Teachers and caregivers of primary school pupils need not neglect the factors that hinders primary school pupils' understanding of mathematical concepts. This is very important because the very first step in finding solution to a lasting problem is being able to identify the cause of the problem. Once they can be able to identify these factors, then it will be much easier for them in finding strategies for promoting the pupils' understanding of mathematical concepts.

The underlying factor in promoting primary school pupils' understanding of mathematical concepts is for them to be competent in handling everyday activities that involves mathematics. According to Mukunthan (n.d), mathematics competencies are important to understand the information which gets from the notices, newspapers, radio, television, internet. People use the mathematical skills and knowledge several times in their day to day life. therefore, understanding the mathematical concepts is important. Counting, measuring, problem-solving, logical thinking, and decision making are some of the basic mathematics skill used in day to day life. Mukunthan (n.d), outlined the primary mathematical concepts in the primary level of education as follows:

a) Sorting and inclusion, b) Relation one-to-one, c) Neighbourhood and ordering, d) Shape and symmetry, e) Money, f) Length and perimeter, g) Weight, h) Volume and capacity, i) Area, j) Time, k) Graphs, l) Direction and scale drawing, m) Number counting and patterns, n) Number understanding, o) Number comparison, p) Number ordinal, q) Number addition, r) Subtraction, s) Multiplication, t) Division, u) Problem solving, v) Place value, w) Unitary method, x) Roman numerals, y) General fractions, z) Decimal fractions.

However, lack of mathematical knowledge and skills in primary school pupils results in their great aversion for the subject mathematics. This will result to the development of phobia and anxiety towards the subject mathematics. Okafor, Ikpeazu and Ojaga (2016), consequently affirmed that the inability of some pupils to successfully comprehend and apply mathematical principles in solving mathematical task during teaching and learning makes them feel discouraged, become fearful of the subject and develop mathematics anxiety. When this arises, it negatively impairs the mathematics achievement of children as they engage in mathematical task. When children at their tender age experience mathematics phobia coupled with negative reinforcement from and within their immediate environment, they tend to avoid learning mathematics, express negative self-verbalization and attitude towards the subject. They also lose confidence in their ability to comprehend the principles and concepts of the subject mathematics. Often times, they become unnecessarily agitated and over anxious whenever they are made to face mathematical task (Okoiye & Falaye cited in Okafor, Ikpeazu, & Ojaga 2016). Similarly, Oluwatayo, Anyikwa and Obidike (2020), observed that pupils still see mathematics as a difficult subject to be passed and as such run away from mathematics classes. They also confirmed that the performance of pupils in mathematics both in internal and external examination is not encouraging. All these challenges of pupils in tackling mathematics related problems still fall back to pupils' poor understanding of mathematical concepts.

There has been a great decline in primary school pupils' average performance in mathematics. Pupils that lack proper understanding of mathematical concepts end up disliking the subject mathematics, and consequently develop phobia and anxiety towards the subject mathematics. When corrective measures are not taken to put an end to it, the pupils will not find it funny when they get to the higher level of education. They might even end up becoming frustrated or even drop out from school, since mathematics is a core subject, they can't keep on running away from it forever. In respect to this, Okoiye and Falaye cited in Okafor, Ikpeazu and

Ojaga (2016), opined that mathematics anxious individuals, in their expressed state of helplessness, have been found to demonstrate pain and frustration in response to mathematical task. Pupils with mathematics phobia and mathematics anxiety also tend to perform below their intellectual capability because of the high level of stress and tension that characterizes mathematics anxiety. The goal here is to identify the factors that hinders primary school pupils' understanding of mathematical concepts; and also find out the strategies for promoting primary school pupils' understanding of mathematical concepts.

Statement of the problem

Primary school pupils are naturally curious with a great interest in carrying out mathematical related tasks and play. Children today are growing up in a world permeated by mathematics. The technologies used in homes, schools, and the workplace are all built on mathematical knowledge. Many educational opportunities and good jobs require high levels of mathematical expertise. Mathematical experience is a sure thing pupils encounter in their daily activities. There is a high increase in pupils' poor performance in mathematics activities and examination. The decline in pupils' natural interest in mathematical related tasks elevates at an angle beyond the horizontal level. Pupils' poor understanding of mathematical concepts and poor knowledge of mathematical skills have consequently resulted to their development of phobia and anxiety towards mathematics. In extreme cases where the pupils can't find help to guide them in understanding mathematical concepts; they result to running away from the subject, in worst case scenario where they can't run nor hide any longer from the subject mathematics, they end up becoming school dropout. Some will be affected with a great lot of mathematical challenges at the long run, when they move to the higher level of education. Majority will find it difficult to cope up in the larger society. Hence, there is a great need to revitalize pupils interest in and understanding of mathematical concepts. Children's natural interest and curiosity in mathematical related activity will serve as the foundation stone for getting them back on track in embracing the subject mathematics. It is against this backdrop that the authors found it necessary to carry out this research in identifying the factors that hinders primary school pupils' understanding of mathematical concepts; and also to find out the necessary strategies for promoting primary school pupils' understanding of mathematical concepts.

Research Questions

The following research questions were generated which guided the study.

1. What are the factors that hinder primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area?
2. What are the strategies necessary for promoting primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area?

Method

This study aims to determine the strategies for promoting primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area, Anambra State. Two research questions guided the study. The researchers adopted a descriptive survey design. The population of the study comprised of 1,105 primary school teachers in the 21 public primary schools in Onitsha South Local Government Area in Anambra state. Using the simple random sampling technique, 10 schools were selected out of the 21 primary schools in the study area. Using the simple random sampling, 10 teachers were drawn from each of the 10 primary schools selected giving a sample of 100 teachers used for the study. A 20 item questionnaire developed by the researchers titled "Strategies for Promoting Primary School Pupils' Understanding of Mathematical Concepts Questionnaire (SPPSPUMCQ) was used as the instrument for data collection. The instrument was validated by three experts. A gross reliability coefficient of 0.75 was obtained using the Cronbach Alpha method. Arithmetic Mean was used as the statistical tool for data analysis. A four-point rating scale of Strongly Agree (SA=4 points), Agree (A=3 points), Disagree (D=2 points), and Strongly Disagree (SD=1point) respectively were used. The mean score of 2.50 was used for decision making. Mean responses of 2.50 and above were agree, while any mean score below 2.50 were disagree.

Results

Research Question 1: What are the factors that hinder primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area?

Table 1: Respondents mean score on the factors that hinder primary school pupils from understanding mathematical concepts in Onitsha South Local Government Area.

S/N	factors that hinder primary school pupils' understanding of mathematical concepts	X	Decision
1	Pupils don't have adequate mathematics textbook	2.9	Agree
2	Practical instructional materials are not adequate for the pupils	3.5	Agree
3	Parents don't give the pupils full support in mathematical needs	3.1	Agree
4	Mathematics is not taught by specialized teachers	4.0	Agree
5	The class size of pupils is bigger than the standard teacher- pupil ratio	3.6	Agree
6	Pupils' gender contributes to their understanding of mathematical concepts	2.5	Agree
7	Mathematics teachers are not given proper incentives	2.8	Agree
8	Academic background of pupils' parents contributes to their understanding of mathematical concepts	2.6	Agree
9	Pupils come late to school when mathematics lesson is over	2.4	Disagree
10	Teachers don't vary their teaching methods while teaching pupils mathematics	2.4	Disagree
Cluster Mean		2.98	Agree

Table 1 above shows that only items 9 and 10 scored below 2.50 and the rest of the items has mean scores above 2.50, which shows that apart from items 9 and 10; all the other items are factors that hinder primary school pupils' understanding of mathematical concepts.

Research Question 2: What are the strategies necessary for promoting primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area?

Table 2: Respondents mean score on the strategies necessary for promoting primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area.

S/N	Strategies necessary for promoting primary school pupils' understanding of mathematical concepts	X	Decision
11	Classroom environment is conducive to learning and promotes student engagement	2.8	Agree
12	Developing the classroom climate to focus on high expectation to mathematics	2.6	Agree
13	Utilization of games and constructive competition in teaching children mathematical concepts	2.7	Agree
14	Teaching children mathematics in the manner of simple to complex; and from known to the unknown	3.1	Agree
15	Making mathematics lesson concretized, flexible, and interactive	3.8	Agree
16	Sensitizing and involving parents in their pupils' mathematics learning	2.7	Agree
17	Provision of professional development opportunities to strengthen teachers' understanding of mathematics and basic numeracy	3.6	Agree
18	Utilizing questioning and feedback loops to monitor pupils' learning and understanding of mathematical concepts	2.9	Agree
19	Teaching pupils mnemonic devices to remember concepts or processes	3.5	Agree
20	Explicit problem - solving strategies and scaffolding should be utilized in teaching pupils mathematical concepts	3.2	Agree
	Cluster Mean	3.09	Agree

In table 2, item 11-20 has mean scores of 2.8, 2.6, 2.7, 3.1, 3.8, 2.7, 3.6, 2.9, 3.5, 3.2 respectively which indicates that all the items so listed are the strategies for promoting primary school pupils' understanding of mathematical concepts in Onitsha South Local Government Area.

Discussion

The findings from table 1 revealed that pupils don't have adequate mathematics textbook, practical instructional materials are not adequate for the pupils, parents don't give the pupils full support in mathematical needs, mathematics is not taught by specialized teachers, the class size of pupils is bigger than the standard teacher-pupil ratio, pupils' gender contributes to their understanding of mathematical concepts, mathematics teachers are not given proper incentives, and academic background of pupils' parents contributes to pupils' understanding of mathematical concepts. These are factors that hinder pupils' understanding of mathematical concepts. Anigbo (2016) found out that the large class size, and teacher factor (where teachers are not given due incentives and when mathematics is not by specialized teachers in mathematics) negatively affects

pupils' understanding of mathematical concept. Also Yemi and Adeshina (2013) concurred with the findings that gender difference, (most girls feel weakened with the erroneous information that mathematics is difficult to understand. This belief affects some students negatively), poor parental support, lack of adequate textbooks and lack of instructional materials are injurious and obstructs pupils' effective understanding of mathematical concepts. Wamala et.al in Kiwanuka, Van Damme, Noortgate, Anumenden and Namusisi (2015) observed that the difference in the father and mother education levels explains the difference in each one's support for their children's achievement in mathematics. Also pupils whose parents are not educated find it hard to comprehend mathematical concepts when compared to their counterparts whose Parents are educated.

The findings from table 2 show that ensuring that the classroom environment is conducive to learning and promotes student engagement, developing the classroom climate to focus on high expectation to mathematics, utilization of games and constructive competition in teaching children mathematical concepts, teaching children mathematics in the manner of simple to complex; and from known to the unknown, making mathematics lesson concretized, flexible, and interactive, sensitizing and involving parents in their pupils' mathematics learning, provision of professional development opportunities to strengthen teachers' understanding of mathematics and basic numeracy, utilizing questioning and feedback loops to monitor pupils' learning and understanding of mathematical concepts, utilizing questioning and feedback loops to monitor pupils' learning and understanding of mathematical concepts, and explicit problem - solving strategies and scaffolding should be utilized in teaching pupils mathematical concepts are the necessary strategies for promoting primary school pupils' understanding of mathematical concepts. The national center for educational evaluation and assistance (2013), suggested that the effective strategies for promoting children's understanding of mathematical concepts include; using open-ended questions to prompt children to apply their math knowledge, teaching children in the manner of from concrete to abstract and from simple to complex, assess, record, and monitor each child's progress so that instructional goals and methods can be adjusted as needed. Chen and Weiland (2007) also affirmed that providing opportunities for concrete experiences, flexible instruction and scaffolding, promoting both pupils and parental collaboration are benefiting strategies for helping children to learn mathematics. Oluwatayo, Anyikwa and Obidike (2020) noted that utilization of

game-based learning strategy helps to remove the elements of difficulty in the course of teaching and learning primary school mathematics. Leone, Wilson and Mulcahy (2010) listed the following; teaching pupils mnemonic devices to remember concepts or processes, using explicit problem-solving strategy, using games and constructive competition to practice and review numeracy skills, promoting student engagement and a classroom environment conducive to learning and developing a classroom climate focused on high expectations for mathematics as strategies for improving pupils' understanding of mathematics instruction.

Recommendations

The following recommendations were made:

1. Mathematics should be taught by specialized teachers.
2. Parents should endeavour to give full support to pupils' mathematics learning.
3. Adequate textbooks and instructional materials should be provided for the pupils' teaching and learning of mathematics.
4. Mathematics lesson should be concretized, flexible, and interactive.
5. The classroom climate should be developed to focus on high expectation to mathematics.

Conclusion

The study established that mathematics is an important subject as mathematical tasks revolves around the daily activities of man. The 21st century being regarded as the age is daily unfolding with technological inventions that are mathematically inclined. However, the poor performance of pupils in mathematics is nothing to write home about. Due to this unsatisfactory achievement of pupils in mathematics, possible factors that hinder the pupils' understanding of mathematical concepts were identified, and the necessary strategies for promoting pupils' understanding of mathematical concepts were also listed for adoption.

References

- Anero, N. (2014). Relevance and challenges of primary education to the overall development of the child and the Nigerian society. *Global Journal of Educational Research*. 13 (2) 55-62. Doi: <http://dx.doi.org/10.4314/gier.v13i2.1>.
- Anigbo, L.C. (2016). Factors affecting students' interest in mathematics in secondary schools in Enugu state. *International Journal of Education and Evaluation* 2 (1). 22-28. www.iiardpub.org.
- Boskic, N. (2011). Atypical development overview. *Early Childhood Intervention*. Retrieved from www.blogs.ubc.ca
- Chen, J.J & Weiland, L. (2007). Helping young children learn mathematics: strategies for meeting the needs of diverse learners. *The Early Leaders Magazine*. www.childcareexchange.com.
- Cambridge advanced learner's dictionary*. Cambridge, London: Cambridge university press.
- Dharmendra, K.Y. (2017). Exact definition of mathematics. *International Research Journal of Mathematics. Engineering and IT (IRJMEIT)* 4 (1) 34 -4 2.
- Etor, C.R., Mbon, U.F., & Ekanem, E.E. (2013). Primary education as a foundation for qualitative higher education in Nigeria. *Journal of Education and Learning* 2 (2) 155-164. www.ccsenet.org/jel.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Yaba: NERDC.
- Kiwanuka, H.N., Van Damme, J., Noortgate, W.V.D, Anumendem, D.N. & Namusisi, . S. (2015). Factors affecting mathematics achievement of first-year secondary school students in central Uganda. *South African Journal of Education* 35 (3) 1-16.
- Lawrence, C. (2018). The aims and objectives of primary school mathematics. Retrieved from www.sciencingblog.onlineblog.
- Leone, P., Wilson, M. & Mulcahy, C. (2010). *Making it count: strategies for improving mathematics instruction for students in short-term facilities*. Washington, DC: National evaluation and technical assistance center for children and youth who are neglected, delinquent, or at risk (NDTAC).
- Louis, A. (2018). *The importance of math in the early years*. Blog article. www.blog.himama.com.
- Mukunthan, T. (n.d). Important mathematics concepts in pre-school and primary school. *Journal of curriculum studies and practicum (mathematics)* 1 1-8.
- National Center for Educational Evaluation and Regional Assistance (2013). Teaching math to young children practice guide. *Journal of Institute of Educational Sciences (JIES)* 1-8. <https://ies.ed.gov/newsflash>.
- National research Council (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: The national academic press. <https://doi.org/10.17226/9822>.
- Ncheke, D.C. (2016). Impact of parental participation on children's learning in public primary schools in Nsukka education authority of Enugu state. *Journal of Research and Practice in Childhood Education* 2 (1) 113-129.

- Nworgu, B.G. (2015). *Educational Research: Basic Issues and Methodology* (3rd ed.). Enugu: University Trust Publishers.
- Okafor, H.C, Ikpeazu, V.A. & Okoiye, O.E. (2016). Efficacy of token reinforcement and cooperative learning strategies on mathematics anxiety among pupils in Owerri. *Journal of Research and Practice in Childhood Education* 2 (1) 130-146.
- Oluwatayo, J.C., Anyikwa, N.E., & Obidike, N.D. (2020). Challenges of game-based learning strategy in teaching mathematics in primary schools in Nkanu West local government area of Enugu state. *Journal of Early Childhood and Primary Education (JECAPE)* 2 (1) 15-26.
<https://journals.unizik.edu.ng/index.php/jecape>
- Roohi. F. (n.d). Role of mathematics in the development of the society. Online article. Retrieved from www.roleofmathematics.com
- Simon, A.M. (2017). Explicating Mathematical concept and mathematical conception as theoretical constructs. *Educational Studies on Mathematics* 94 (2) 117-137.
- Simon, A.M. (2018). What is a mathematical concept? Retrieved from www.martysimon.org.
- Taylor, H. (2013). *How children learn mathematics and the implication for teaching*. Retrieved from www.sagepub.com/upm-data/59230_Taylor_%26_Harris.pdf
- Yemi, T.M & Adeshina, A.N.G. (2013). Factors influencing effective learning of mathematics at senior secondary schools within Gombe metropolis, Gombe state, Nigeria. *Journal of Education and Practice* 4 (25) 61-66. www.iiste.org.