

PARENTAL HOME-BASED INVOLVEMENT AND ACADEMIC SELF-EFFICACY AS CORRELATES OF ACADEMIC ENGAGEMENT AMONG SECONDARY SCHOOL STUDENTS IN NNEWI NORTH LGA, ANAMBRA STATE, NIGERIA

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Abstract

This study investigated parental home-based involvement and academic self-efficacy as correlates of academic engagement among secondary school students in Nnewi North LGA, Anambra State, Nigeria. Correlational design was employed for the study. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The population comprised 1065 SS2 students in eight public secondary schools in Nnewi North LGA, of the state. The entire population was used for the study. Three instruments were used for data collection, namely: Parental Home-Based Involvement Questionnaire (PHBIQ); Academic Self-Efficacy Questionnaire (ASEQ); and Student Engagement Questionnaire (AEQ). Three experts, two in the field of Educational Psychology and one in Measurement and Evaluation validated the instruments. The reliability of the instruments were determined using the Cronbach Alpha and alpha coefficient of 0.72 was obtained for PHBIQ, 0.79 for AEQ and 0.74 for ASEQ. Data collected were analyzed using Pearson Product Moment Correlation (r) for answering the research questions and the t -test of significance of r for testing the hypotheses. Findings indicated that parental involvement has a moderate and positive relationship with student engagement in secondary school. It was also revealed that academic self-efficacy has a high and positive relationship with academic engagement among secondary school students. Based on the findings, it was recommended among others that parents should continue getting involved in their children's academic lives as this promotes students' academic engagement.

Key words: Parental involvement, Academic self-efficacy, Student engagement, Secondary school students.

Introduction

Student engagement is the desire of every stakeholder for every student in education. It is an indication of students' active involvement in learning. Student engagement could be considered as one of the basic prerequisites for academic

success among students. This has made student engagement to gain much attention in education as a means of promoting positive academic behavior outcomes for learners across all levels of education (Maha, 2012). At all academic levels, teachers and educational authorities seek to engage students in academic and learning activities (Rashedi, Abolmaali & Shaterian, 2015). As a matter of responsibility, teachers constantly make efforts during classroom teaching and learning processes towards getting the students actively engaged in the learning opportunities available to them. In other words, there seems to be an increased attention to student-centeredness in educational pedagogy and development towards getting students engaged in academic activities.

Student engagement refers to the extent to which students identify with and value school outcomes, and participate in academic and non-academic activities (Muriana & Muriana, 2014). Student engagement has also been defined as a multidimensional construct comprising of three interrelated dimensions namely: cognitive, emotional, and behavioural dimensions (Fredricks, Blumenfeld & Paris, 2004). From the above definition, it is obvious that student engagement covers academic activities and other learning opportunities offered to students by the schools which may not be limited to the classroom. This study, therefore, perceives student engagement as a multidimensional construct which involves students' active behavioural, cognitive and affective commitment in academic activities and opportunities presented in their learning environment.

Behavioural Engagement represents the observable and overt dimensions of engagement especially as it pertains to classroom activities. According to Alrashidi, Phan and Ngu, (2016), behavioural engagement could be defined in three ways. The first way involves positive conduct, such as adhering to the classroom norms, following the rules and refraining from engaging in disruptive behaviours. The second way pertains to participation in learning and academic-related tasks, and involves behaviours such as discussion, contribution, asking questions, paying attention, concentrating, exhibiting persistence, and putting forth effort. The third and last way is the involvement in school based activities such as governance and sports. In a nutshell, behavioural engagement implies students' manifest participation in academic and extracurricular activities.

Emotional Engagement refers to students' emotions and feelings which could be either positive or negative and associated with the institution, teachers, peers, and classroom tasks (Alrashidi et. al 2016). It refers to the sense of identification with school and to the affective reactions arousal by school, teachers and colleagues (Veiga, Burden, Appleton, Taveira & Galvao, 2014). Students are said to be passive when they do not try hard and give up easily in the face of challenges. Others may become bored, depressed or even argue about their presence in the classroom. Disaffected students can also be withdrawn from learning opportunities or even rebellious towards teachers and classmates

(Rashedi, Abolmaali&Shaterian, 2014). The indicators of emotional engagement include the presence of interest, happiness and a sense of belonging to the school.

‘Cognitive Engagement refers to students’ personal investments and efforts in understanding the subject matter, acquiring skills as well as to their learning approaches and self-regulatory strategies (Fredricks et. al 2004). It could also imply students’ thoughtfulness and willingness to master difficult tasks. Indicators of cognitive engagement include asking questions for clarification of ideas, persistence in difficult activities, flexibility in problem-solving, relating new information to existing information and use of self-regulation to support learning (Finn & Zimmer, 2012). Student engagement is very paramount in teaching and learning processes. Ensuring that students are actively engaged in their school should not be the sole responsibility of teachers. Parents are one of the stakeholders of the education of their children. Education of the child should begin at home. This calls for the involvement of parents in the education of their children.

Parental involvement refers to the degree to which parents are committed to their role in providing guidance, showing interest, motivating their wards and having a good communication skill geared towards promoting their children’s active engagement in learning activities in the school. It typically concerns the amount of effort that parents put into child-oriented education as well as other activities (Nyarko, 2011). In this study, parental involvement is delimited to the degree to which students feel that their parents get involved and put efforts into their education to ensure their active engagement in academic activities revolving around teaching and learning processes in the classroom. Apparently, parental involvement refers to parent behaviours related to the child’s school or schooling that can be observed as manifestations of their commitment to their child’s educational affairs. This means that a parent who shows these behaviours to a large extent, can be regarded as higher involved than a parent who shows these behaviours to a less degree. Parental involvement to the education of the child begins from the informal setting of the home. The home is the primary place of socialization, learning and training of children for a wholesome all round development to become properly adjusted to his environment and made ready for schooling. It is the responsibility of the parents to play their various roles by ensuring that the child grows up healthy, mentally, physically, psychologically and morally (Ikiyie & Wodi, 2016). Parental involvement at home is referred to as home-based parental involvement.

Home-based parental involvement refers to all the efforts of the parents at home towards the education of the child as a complimentary effort to that of the teacher. This involvement includes child discipline to encourage engagement to academic activities, helping students with homework, talking with them about school, expressing high expectations, encouraging school success and providing structures that are conducive for learning (Amponsah, Milledzi, Ampofo & Gyambrah, 2018). Home based parental involvement is grouped into the following

roles: parenting role, learning at home role and communicating (with the child) role (Altschul, 2012; Epstein (1995).

Parenting role includes all of the activities that parents engage in to raise happy, healthy children who become capable students such as satisfying the child's basic needs and creating an enabling, academically-friendly home environment for the child to support learning. Learning at home role pertains to assisting their children with homework, helping their children in setting and achieving academic goals, revising what they did in school daily, checking their notes to ensure correctness, helping them tackle and understand seeming difficult concepts (Shahazad, Abdullah, Fatima, Raiz & Mehmood, 2015). Communicating role involves establishing a two-way communication between parents and the child that allows parents to be aware of their children's academic development. Other ways include frequent verbal support and praise, regular feedback for school work (Acharya & Shobhna, 2011).

It is assumed that if parents support their children and children have good connections with their parents, it could affect the engagement of the students to the school in a positive way. For instance, Ngwoke and Ede (2016) averred that the engagement in mutual interactions related to educational activities between parents and students promotes positive academic achievement. Ngwoke and Ede maintained that students from parents who are not involved in that learning may always find it difficult to attain high level of academic achievement. Academic achievement is no doubt is a product of academic engagement.

In Anambra State, especially in Nnewi North L.G.A., it could be said that parental involvement in the education of their children seems to be limited. This could be blamed on burdens of daily life resulting from economic meltdown in the nation (Okeke, 2014; Ahmed & Hazri 2012). It could also be blamed on the parents' variable such as parental occupation, parental income, parental education level, parental aspiration and support for education (Eboatu & Igboka, 2017). The observed trend is that parents engage in jobs which obviously occupy their time in order to meet up with the financial demands of the family in the face of the present economic downturn in Nigeria. Nursing and young mothers no longer stay back at home to take care of their children but rather, mothers take their babies to school (crèche) pitifully, from three months of birth in order to cope with the exigencies of work or leave them at the mercy of the older siblings. These children move from crèche to nursery, primary to secondary schools, mostly left at the mercies of teachers, house helps and or private tutors; for those whose parents could afford the cost. This raises concern over the level of involvement of parents in the education of their children to ensure their active engagement in academic activities both at school and at home.

It was found that when parents play important role in their children's learning, they provide a home environment that can affect learning, serve as a model for learning and influence the cultivation of attitudes and values towards

education (Selvan, 2013). No wonder Antoine (2015) asserted that children tend to work harder when parents get involved in their academics. Parents through their interaction and nurturing of their children build or mar their children's self-efficacy. Erik Erikson in his theory of psycho-social stages of human development asserted that during the early formative years of children through their school age years, precisely from birth to twelve years, children are impacted either positively or negatively from their experiences and interactions from the parents. Their experiences at the stage of industry versus inferiority could either lead to the development of a sense of inferiority or self-worth, self-efficacy in a child which he carries all through his life (Unachukw, Ebenebe & Nwosu, 2019).

Self-efficacy is a widely researched construct traceable to the work of Bandura. It has to do with people's conviction about their own capacity in carrying out a set of actions successfully that leads to a desired outcome. Self-efficacy is construed as the belief in one's ability to produce desired academic results. In other words, it has to do with people's convictions about their own capacity in carrying out a set of actions successfully that leads to a desired outcome (Gokben & Menekse, 2015). Similarly, Dorgan (2015) stated that if a student believes he can complete a task; he will have stronger engagement with that task. Students with high sense of self-efficacy could be said to have faith on their ability to carry on specific task with determination and hence, they become more engaged when studying (Bandura, 1977). Conversely, if students have little confidence knowing that they can complete a task, they consider the task to be unnecessary, and consequently do not want to spend time and energy on it. As a result of this, they do not engage in such task. To be academic self-efficacious, therefore, means that a student is confident enough to take necessary efforts to face challenging academic works.

It was revealed by Ahmed, Umrani, Pahi and Shah (2017) that students who are academically efficacious and resilient have better perception of their studies and should express greater involvement with related activities. Sharing similar view, Ogunmakin and Akomolafe (2013) argued that efficacious learners work harder, persist longer when faced with challenges and have a higher level of achievement. In the same view, Bandura (1977) has it that the higher one's level of self-efficacy, the greater the level of one's level of perception of being responsible for one's destiny and ability to be decisive on which direction one wants to go. However, Dogan (2015) observed that self-efficacy does not predict academic performance among high school students. On the other hand, Ugwu, Onyisi and Tyoyima (2013) found that self-efficacy is positively related with academic engagement. This implies that there is need for further study to determine whether self-efficacy has a relationship with student engagement which is considered a necessary factor for academic performance.

Parental involvement in the academic activities of their children academic self-efficacy, no doubt, should play a vital role towards promoting students'

engagement. As the primary socializing agent of the children, parents have the responsibility of nurturing them for all round development through their interaction. However, in this contemporary time especially in Nnewi North where parents are very busy with making money and pursuing their different careers and vocations, they seem to pay less or no attention by getting involved in the academic activities of their wards, thereby, leaving them solely in the hands of teachers or all by themselves. Academic self-efficacy on the other hand is paramount for students' academic engagement. Previous researches (Dorgan, 2015; Ugwu, Onyisi & Tyoyima, 2013) were not consistent as to whether self-efficacy actually predicts academic outcome among students. It is against this scenario that the researchers saw the need for further research to ascertain whether parental involvement and academic self-efficacy correlates with students' academic engagement.

Research Questions

Two research questions guided the study, namely:

1. What is the relationship between parental involvement and secondary school students' academic engagement in Nnewi North LGA of Anambra State?
2. What is the relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA. of Anambra State?

Hypotheses

Two hypotheses were tested at 0.05 level of significance and they are:

1. There is no significant relationship between parental involvement and secondary school students' academic engagement in Nnewi North LGA of Anambra State.
2. There is no significant relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA of Anambra State.

Method

The study adopted a correlational survey design. The population of this study consisted one thousand and sixty-five (1065) senior secondary class 2 (SS2) students in eight public secondary schools in Nnewi North LGA. The entire population was studied; therefore, sampling was not necessary. During the distribution of the questionnaire, 1000 copies were returned and used for the study.

Three instruments were used for data collection from the respondents. The first instrument tilted Parental Home-Based Involvement Questionnaire (PHBIQ)

is a 13-item scale that was designed to gather information about the nature and level of parents' involvement in their adolescent's academic activities. The items were designed on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The maximum score for a respondent in PHBIQ is 52 while the minimum score is 13. Thus, any participant that scores 26 and above will be considered to have parents who are involved in their academic activities at home while a score of below 26 will be considered as having parents who are not involved in their academic activities at home.

Student Engagement Questionnaire (AEQ), is a 20-itemed instrument developed by Hughes, Luo, Kwok, and Loyd (2008) based on five point scale. This was adapted and restructured on a 4 point response scale of strongly agree, agree disagree and strongly disagree weighted 4 to 1 respectively. The maximum score for a respondent in AEQ is 80 while the minimum score is 20. Thus, any participant any participant that scores 40 and above was considered to be high and actively involved in academic activities while a person with a score of below 40 was considered as exhibiting low and passive engagement.

The third instrument titled Academic Self-Efficacy Questionnaire (ASEQ) was adapted from Chen, Gully and Eden (2001), is an 8-item instrument on a 5-point scale designed to measure general self-efficacy. In adapting the instrument, the items were reworded to be specific on academic matters to qualify for measuring academic self-efficacy and redesigned on a 4-point scale of strongly agree (4), Agree (3), strongly disagree (2) and disagree (1). The maximum score for a respondent in AEQ is 32 while the minimum score is 20. Any participant that scored 16 and above was considered to be having high academic self-efficacy while one with a score of below 16 was considered as having low academic self-efficacy.

The three instruments were validated by three experts, one in Measurement and Evaluation and the other two in Educational Psychology, all in the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instruments were determined using Cronbach alpha technique was employed in determining their respective reliability and an alpha coefficient of 0.72 for PHBIQ, 0.79 for AEQ, and 0.74 for ASEQ were obtained. The high coefficient scores obtained showed that the instruments were reliable.

Data collected were analyzed using Pearson Product Moment Correlation for answering the research questions while t-test for significance of r was used in testing the hypotheses at 0.05 level of significance. The decision rule is that if the calculated value of t is greater than the table or critical value of t , the null hypothesis will not be accepted. On the other hand, if the calculated value of t is less than the critical value of t , the null hypothesis will be accepted.

Results

Research Question One: What is the relationship between parental involvement secondary school students’ academic engagement in Nnewi North LGA of Anambra State?

Table 1: Pearson Correlation analysis showing the relationship between parental involvement and student engagement of secondary school students

Variables	N	r	Remarks
Student Engagement	1,000	0.534	Moderate Positive Relationship
Parental Involvement			

Result on Table 1 revealed a correlation coefficient of 0.534. This shows that the relationship between parental involvement and student engagement is positive and moderate among senior secondary school students in Nnewi North LGA of Anambra State. The result showed the fact that an increase in parental involvement will lead to an increase in student engagement.

Research Question Two: What is the relationship between academic self-efficacy and secondary school students’ academic engagement in Nnewi North LGA of Anambra State?

Table 2: Pearson Correlation analysis showing the relationship between academic self-efficacy and secondary school students’ engagement in Nnewi North LGA

Variables	N	r	Remark
Student Engagement	1,000	0.721	High Positive Relationship
Academic Self-Efficacy			

Result on Table 2 revealed that the r value is 0.721 which implies a high positive relationship between academic self-efficacy and senior secondary school students’ academic engagement in Nnewi North LGA of Anambra State. The result shows that an increase in academic self-efficacy will lead to an increase in student engagement.

Hypothesis One: There is no significant relationship between parental involvement and secondary school students’ academic engagement in Nnewi North LGA of Anambra State.

Table 3: Summary of t-test of the Relationship between Parental Involvement and secondary school students' Academic Engagement in Nnewi North LGA of Anambra State

Variables	N	df	t-cal	t-crit	alpha level	Decision
Student Engagement	1000	998	5.01	2.92	0.05	Significant

Parental Involvement

Data on Table 3 show that the calculated value of $t(5.01)$ is greater than the critical value of $t(2.92)$ at the alpha level of 0.05 and $df(2)$. Thus, the null hypothesis is not accepted. Therefore, there is a significant relationship between parental involvement and secondary school student's engagement in Nnewi North LGA.

Hypothesis Two: There is no significant relationship between academic self-efficacy and secondary school students' engagement in Nnewi North LGA of Anambra State

Table 4: Summary of t-test of the Relationship between Academic Self-Efficacy and secondary School Students' Academic Engagement in Nnewi North LGA of Anambra State

Variables	N	df	t-cal	t-crit	alpha level	Decision
Student Engagement	1000	998	6.31	2.92	0.05	Significant

Academic Self-Efficacy

Result on Table 4 show that the calculated value of $t(6.31)$ is greater than the critical value of $t(2.92)$ at the alpha level of 0.05 and $df(2)$. Thus, the null hypothesis is not accepted. Therefore, there is a significant relationship between academic self-efficacy and secondary school students' academic engagement in Nnewi North LGA of Anambra State.

Discussion of Findings

The analysis of research question one showed that parental involvement has a positive and moderate relationship with secondary school students' academic engagement. Hypothesis one revealed that there is a significant relationship between parental involvement and secondary school students' academic engagement. The above findings prove that parental involvement is a vital factor in getting students engaged in academic activities. This means that students participate actively in academic activities and do better in class work when their parents are involved in their education and vice-versa.

The finding of this study is in line with Shahazad *et. al* (2015) who observed that parental involvement promotes active engagement in learning activities among students. The finding of this study equally agrees with that of Ngwoke and Ede (2016) which found that parental involvement significantly predicts school adjustment and academic achievement of the students noting that a student who is encouraged by their parents when facing failure of self-regulation to engage in school activities will persist to work harder to excel than the student who is not. Parents' involvement, therefore, is germane towards the academic engagement of students. This implies that the onus does not only lie on teachers to get students engaged in learning activities but the efforts and involvement of parents are also paramount.

The analysis of research question one showed that academic self-efficacy has a positive and high relationship with secondary school students' academic engagement. Hypothesis two also revealed that there is a significant relationship between academic self-efficacy and secondary school students' academic engagement. The above findings prove that academic self-efficacy promotes students' academic engagement in secondary schools. This means that academic self-efficacy is necessary and should be developed by students to boost their belief in their ability to carry out academic tasks which no doubt, will motivate them to actively engage in academic activities.

This finding agrees with Selvan (2013) who found out that when parents play important role in their children's learning, they provide a home environment that can affect learning, serve as a model for learning and influence the cultivation of attitudes and values towards education in their children. The findings further agreed with Ahmed *et. al* (2017) who found out that students who are academically efficacious and resilient have better perception of their studies. This implies that students who have high self-efficacy will likely show greater involvement in academic activities than their counterparts with low academic self-efficacy. The findings also aligns with Ogunmakin and Akomolafe (2013) who found out that efficacious learners work harder, persist longer when faced with challenges and have a higher level of achievement. This implies that the higher one's level of self-efficacy, the greater the level of one's level of perception of being responsible for one's destiny and ability to be decisive on which direction one wants to go.

Conclusion

Based on the findings of the study, it was concluded that parental involvement has a positive and moderate correlation with secondary school students' academic engagement in Nnewi North LGA of Anambra State. It was also concluded that academic self-efficacy has a high positive relationship with secondary school students' academic engagement in Nnewi North LGA of Anambra State. If parents get involved and interested in the academic activities of their children, it will drive them into active engagement in learning activities offered in their classroom in

particular. Similarly, if students develop and possess high academic self-efficacy, it will bolster their engagement in academic activities.

Recommendations

Based on the findings of this study, it is recommended as follows:

1. Government and school authorities should educate parents through seminars, Parents Teachers' Council meetings, on the need to be involved in the education of their children. This could also be done through jingles on the media and bill boards and sponsoring of programmes that could serve such a purpose.
2. Government should also make a policy that will scrape the practice of extra-mural classes to allow parents time to spend with their children. Extra mural classes get hold of students from the close of school hours till late in the evening which makes students too exhausted and gives parents the opportunity to neglect their role in getting actively involved with their children's learning activities.
3. School authorities should also enlighten parents through interactive forums on the importance of getting involved with their children's academic lives. It is further recommended that parents should make out quality time to show interest in their children's class works not just leaving the children at the sole mercy of the teachers and or nannies for tutorials.
4. Parents should create a warm home environment and build a healthy parent-child relationship to facilitate a healthy bonding between them and their children. This will help in proper child development and build of mutual trust for closeness between them. Healthy relationship between the parents and the child will no doubt boost the child's self-efficacy.

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LECTURERS' JOB PERFORMANCE AND STUDENTS' WASTAGE RATE IN TERTIARY IN KWARA STATE INSTITUTIONS, NIGERIA, 2007-2010

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Abstract

This paper investigated the lecturers' job performance and students' wastage rate in tertiary institutions, in Kwara State, Nigeria, 2007/2008-2009/2010 academic session. Lecturer job performance and student wastage rate concepts were reviewed under which some indicators for measuring both variables were mentioned. The descriptive design of correlation type was adopted for this study which aimed at finding out the relationship between lecturers' job performance and students' wastage rate. Four out of the eight tertiary institutions in Kwara State were sampled using random simple sampling technique. Two researcher designed instruments were used for data collection which are a questionnaire tagged, "Lecturers' Job Performance Questionnaire" (LJPQ) and a checklist tagged "Students' Wastage Checklist" (SWC). Cronbach method through a pilot test was employed to determine the reliability of the instrument which yielded coefficient values of 0.85 for (LJPQ). The research questions were answered using percentage while Pearson product-moment correlation coefficient was used to test the hypothesis at 0.05 level of significance. The findings of the study showed that a significant relationship existed between lecturers' job performance and students' wastage rate (p -value < 0.05). It was recommended among others that wastage rate should be reduced to the barest minimum by ensuring that admission is based on merit, and that institution management in the polytechnics should encourage lecturers to publish books and also improve their academic knowledge from time to time.

Keywords: Lecturers, Job performance, Wastage Rate, Drop-out, Repetition

Introduction

Education has been referred to as the bed rock of the development of any society; this explains the recent emphasis on education, especially in a developing nation like Nigeria. This is manifested in the Nigerian government programmes and policies on education which invariably have encouraged high enrolment rate and corresponding increase in expenditure. Odekunle (2001) opined that education is

widely accepted as a major instrument for promoting socio-economic, political and cultural development in Nigeria.

Lecturers' job performance refers to the measure of the effectiveness of lecturers in relation to their roles and responsibilities in their work place. This is used to examine whether lecturers perform their job as expected or not. Among the acceptable theories of job performance is the work of Campbell (1990) that describes job performance of an individual level variable that distinguishes him from more encompassing constructs such as organizational performance or national performance. Campbell's conceptualization of job performance gave more enlightenment to what lecturers' job performance means. Campbell (1990) stated that there are more factors that determine outcomes than just an employee's behaviours and actions.

According to Akpofure (2006), education is an important aspect in everyone's life. It is undeniable that education contributes toward ensuring development in a country. Thus, the educational system should be strategically planned in order to produce the best results for all concerned. The main actors in the higher education level are the lecturers, who may be termed as teachers, tutors, faculty members or facilitators. Regardless of the title, or the institutions where they work, the educators shoulder heavy responsibilities in educating the students. According to Taiwo (2014) lecturers' job performance are work-related activities expected of a lecturer and how well those activities are executed. Hence, the lecturers' job performance can be measured through the following: teaching, research and publication and community services.

Akinnubi (2010), pinpointed that the combination of strategic planning and resource utilization could bring about low wastage rate and high graduation rate in the Nigerian tertiary institutions. It is in light of this realization that the institutions have, over the years, been encouraged to embrace strategic planning and resources utilization as a means of improving management of human and material resources available to them for maximum attainment of their institutional goals. Nigerian tertiary institutions need a well-planned programme that could make them compete favourably with other institutions outside the country based on current high rate of unemployment and the desire for more effective utilization of human resources as well as the necessity for technological advancement.

There are three forms of wastage, the year-by-year drop out of pupils, the ultimate failure at the examination of those who survive up till the final year when the examination is taken and the year-by-year repetition of students (Adesina, 1994; Sylvia, 2017). Abimbola (2003) also asserted that educational wastage could result from insufficient vacant places in the next class or in the next level of schooling for students who want to continue schooling. Wastage could also result from school spaces remaining fulfilled, because a large number of students fail to continue at school. Durosaro (1989) and Sylvia (2017) noted that factors influencing wastage in school include financial difficulties of parents, dismissal of

students, withdrawal of students from school to seek employment, death, pregnancy in female and illness of students. Also, dismissal of students for disciplinary purpose, and academic incompetence of students had significant relationship with students' wastage in tertiary institutions. Abimbola (2003) went further to explain that drop-outs interfere or even hinder the achievement of stated objectives in the development plan of the educational system. This is so because neither the educational planners nor the economists can estimate number of needed classrooms, facilities and manpower output at various skill levels since many people do not complete given stages of their education.

Indicators reflect the way in which an objective can be achieved as well as to what degree approximately the objective has been achieved at any stage. The indicators of students' wastage rate are enunciated below:

- a. **Wastage Rate (WR):** it is used to describe uncertificated school leavers, who left school system before the completion of the course, wastage may also occur between grade level, that is, those students who repeated the grade and those who drop out of the system between the grade levels or before the completion of the cycle.

$$W_g^t = \frac{E_g^t - P}{E_g^t} \times 100$$

Where: W_g^t = Wastage rate

E_g^t = Enrolment at a given grade level.

P = Number of promoters

- b. **Refined Cohort Wastage Rate (RCWR):** This is the relationship between those who passed out or the graduates and the enrolment at the cohort. This is based on the basic fact that not all that reached the final year took the final year examination or passed.

$$RCWR = \frac{E_g^t - G}{E} \times 100$$

Where: E_g^t = number of enrolment at year t in class g

G = graduates

E = total enrolment

- c. **Repetition Rate (RR):** This refers to the number of students who repeat a grade in the succeeding year as a percentage of the original enrolment in the same grade. It could be defined mathematically as:

$$R_g^t = \frac{R_g^t + 1}{E_g^t} \times 100$$

$R_g^t + 1$ = number of students repeating class g in year t+1

E_g^t = total number of students in class g in year t

- d. **Dropout Rate (DR):** It refers to the number obtained when relating the number of students who withdraw from the system as a percentage of others in the class. This implies the students who are unaccounted for after deduction of the numbers promoted to the next class and the number meant to repeat from the total enrolled in the class.

$$D_g^t = \frac{E_g^t - (R+P)}{E_g^t} \times \frac{100}{1}$$

Where: D_g^t = refers to the dropout rate

E_g^t = refers to the enrolment in year t in class g

R = refers to repeaters in year t+1 in class g+1

P = refers to promoters.

- e. **Graduation Rate (GR):** refers to the percentage of the students enrolled in the final grade of the level that finally leaves the system on completion of the course. This is very vital to the work of educational planners because it enables them to compute the input-output ratio in determining the efficacy of the system.

$$G_R^t = \frac{E_g^t - R_g^t}{E_g^t} \times \frac{100}{1}$$

G_R^t = enrolment at the final year in year t in class

R_g^t = number repeating the final year in year t in class g

For the purpose of this study, these formulae would be used to compute the student wastage rate.

In Nigerian tertiary institutions, the issue of wastage rate has been a sensitive one (Oyetakin & Odunayo, 2013). More often than not, the curricula developed by Nigerian tertiary institutions are more theoretical than practical as they are not well adapted to the needs and aspirations of the society which they serve (Odey & Opoh, 2015). Thus, the achievement of students does not commensurate with how well they are able to apply their theoretical knowledge to the real life situations in their career or field of studies. Consequently, students with good grades are almost unable to defend their certificates as they find it difficult to relate their theoretical knowledge to solving the practical issues in the society. This is a basic issue at the tertiary level of the Nigerian education system. Students often drop out from school in a bid to look for greener pastures and better opportunities to improve their standard of living. This research is therefore, aimed at finding out the influence of lecturers' job performance on students' wastage rate tertiary institutions in Kwara State.

Therefore, this study explored the relationship between lecturers' job performance and students' wastage rate in Kwara state tertiary institutions. Specifically, the purposes of the study are:

- To determine students' wastage rate tertiary institutions in Kwara State.
- To examine the relationship that exists between lecturers' job performance and students' wastage rate tertiary institutions in Kwara State.

Research Questions

One research question guided the study:

- What is the wastage rate in tertiary institution Kwara State for 2007 cohort?

Hypotheses

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

H₀₁: There is no significant relationship between lecturers' job performance and students' wastage rate in tertiary institutions in Kwara State.

H₀₂: There is no significant relationship between lecturers' job performance and drop-out rate in tertiary institutions in Kwara State.

H₀₃: There is no significant relationship between lecturers' job performance and repetition rate in tertiary institutions in Kwara State.

Methods

The research design used for this study was descriptive survey which aimed at finding out the influence of lecturers' job performance on students' wastage rate. The population for this study was eight tertiary institutions in Kwara State. Four out of the eight tertiary institutions in Kwara State were drawn using simple random sampling technique. Twenty five students and 25 Heads of Departments (HODs) from each institution were also randomly sampled. This made the total sampled size to be 200 participants (100 students and 100 HODs).

The instruments used for data collection were a researcher designed questionnaire tagged, "Lecturers' Job Performance Questionnaire" (LJPQ) and a checklist tagged "Students' Wastage Checklist" (SWC). The questionnaire consists of two parts. The first part was completed by students with five items on lecturers' teaching performance and second part was filled by HODs with 10 items on lecturers' research-publications and community services performance. A checklist tagged "Students' Wastage Checklist" (SWC) was equally used to collect relevant data from the respondents. SWC was divided into two sections A and B. Section A obtained data on student wastage in terms of total number of students attended to per lecture and total number of lecturers in the department, while section B obtained data on students' enrolment from 2007/2008 to 2009/2010 academic sessions.

Experts in the field of educational management and test and measurement assisted to assess the face validity of LJPQ by ensuring that irrelevances and ambiguous items were eliminated. Test re- test method was adopted through a pilot test undertaken on 20 students who are not part of the sample to ascertain the reliability of the questionnaire within a time frame of two weeks. The data collected were subjected to Pearson product-moment correlation statistic which yielded 0.85 coefficient. The instrument was thus adjudged reliable.

The researchers administered 200 copies of the instruments on the respondents in the sampled institutions. Tall te 200 copies were successfully collected back and were used for data analysis. Data gathered were statistically analyzed using Statistical Package for Social Science (SPSS). Frequency counts and percentages were used to answer the research questions while Pearson Product Moment correlation statistic was used to test the hypotheses. All hypotheses were tested at 0.05 level of significance.

Results

Research Question One: What is the wastage rate in Kwara State tertiary institution for 2007 cohort?

Table 1
Wastage rate in Kwara state tertiary institutions (2007-2009)

S/No	Institutions	100L	200L	300L	400L	GRAD	WR(%)
		HND1	HND2				
1	Federal Polytechnic, Offa	10,750	9121	—	—	7957	26
2	Kwara State College of Education, Oro	3721	3320	3106	—	2903	22
3	Kwara State Polythecnic, Ilorin	5003	4275	—	—	3993	20
4	University of Ilorin, Ilorin	—	3720	3101	2817	2693	28
Total							96
Average							24

Key: L= Level of study, HND = Higher National Diploma, GRAD = Graduated, WR = Wastage Rate

Table 1 shows wastage rate in Kwara State tertiary institutions. The average wastage rate stood at 24%. This implies that wastage rate appears high across the tertiary institutions in Kwara State.

Hypothesis Testing

HO₁: There is no significant relationship between lecturers' job performance and students' wastage rate in Kwara State tertiary institutions.

Table 2
Lecturers' Job Performance and Students' Wastage Rate in Kwara State Tertiary Institutions

Variables	N	r	p-Value	Decision
Lecturers' Job Performance	100			
Students' Wastage Rate	100	0.678	0.03	HO₁ Rejected

***Significant $p < 0.05$**

Result from Table 2 shown the Pearson correlation analysis value yielded 0.678 (68%) which is positive relationship with p value $0.03 < 0.05$. Hence, hypothesis one was rejected. This implied that a positive significant relationship existed between lecturers' job performance and students' wastage rate.

HO₂: There is no significant relationship between lecturers' job performance and drop-out rate in Kwara State tertiary institutions.

Table 3
Lecturers' JOB performance and Drop-out Rate in Kwara State Tertiary Institutions

Variables	N	R	p-Value	Decision
Lecturers' Job Performance	100			
Drop-out rate	100	0.872	0.041	HO₁ Rejected

***Significant $p < 0.05$**

Results in Table 2 showed the Pearson correlation analysis value yielded 0.872 (87%) which is positive relationship with P value $0.04 < 0.05$. Hence, the second hypothesis was rejected. This implies that a significant relationship existed between lecturers' job performance and drop-out rate in Kwara State tertiary institutions.

Ho₃: There is no significant relationship between lecturers’ job performance and repetition rate in Kwara State tertiary institutions.

Table 4
Lecturers’ Job Performance and Repetition Rate in Kwara State Tertiary Institutions

Variables	N	R	p-Value	Decision
Lecturers’ Job Performance	100	0.732	0.004	HO₁ Rejected
Repetition Rate	100			

***Significant $p < 0.05$**

Result from Table 4 indicated that the Pearson correlation analysis value yielded 0.732 (73%) which is positive relationship with P value $0.004 < 0.05$. Thus, the Ho₃ was rejected. Therefore, it revealed that a significant relationship existed between lecturers’ job performance and students’ repetition rate.

Discussion

Findings in the Table1 indicated that average wastage rate stood at 24%. This implies that wastage rate appears low across the tertiary institutions in Kwara State. It is unexpected because these are adults and they should be able to work independently without their lecturers though they still need the guidance of the lecturers. It is expected of them to face their studies and work hard without being chased around by their lecturers like the secondary or primary school students/pupils because they are mature students.

The wastage rate for tertiary institutions is expected to stand at 0.1 level or at most 1%. Therefore, the wastage rate in Kwara State tertiary institutions is too high and efforts should be made by both lecturers and students to reduce it to the barest minimum. Adesina (1994) opined that there are three forms of wastage, the students that drop out year-by-year, those who cannot survive the final year examination and have to drop out and the students that repeat their class every year. Wastage in education happens as a result of low promotion rate, high repetition rate and high dropout rate. It presupposes that if education managers carefully and effectively handle educational resources, better result would be achieved. Fadipe (1992) found out that the quality of the input always influences the output of the school system. This may be one of the reasons why the wastage rate in tertiary institutions in Kwara State is not at the best because the quality of students enrolled will determine the quality of the output, it could thus be argued, that it admission process is monitored and quality students are admitted into the institutions the wastage rate may be reduced to the barest minimum. Thus, educational planners and administrators have the responsibility of decreasing educational wastage.

Furthermore, Table 2 showed that a positive significant relationship existed between lecturers' job performance and students' wastage rate. In other words, lecturers' job performance has a lot to do with the wastage rate in tertiary institutions though all the blame cannot be put on the lecturers because the students are sometimes not serious with their studies which can lead to high wastage rate. Hence, the lecturers can help reduce wastage rate by being faithful to their job through punctuality to class, student's assessment and by contributing to the existing knowledge through their research and publications and community services. This study supports Sylvia (2017) finding that teachers as one of the school-factors influence educational wastage. Afolabi (2006) was of the opinion that lecturers at higher education level are employed to impart knowledge and to contribute to the existing knowledge through research and publications and community services.

Results in Table 3 also revealed that a positive relationship significant existed between lecturers' job performance and drop-out rate in tertiary institutions in Kwara State. Sylvia (2017) found out that teacher's commitment and performance as related school-factors influence educational wastage in terms of drop-out. Abimbola (2003) explained that drop-outs interfere or even hinder the achievement of stated aims and objectives in the development plan of the educational system. This happened because not even the educational planners or the economists can estimate number of needed classrooms, facilities and manpower output at various skill levels since many students do not complete given stages of their education.

Lastly, Table 4 revealed that a significant relationship existed between lecturers' job performance and students' repetition rate. The repetition rate in these tertiary institutions could be as a result of the job performance of lecturers, when lecturers fail in their duties by not being punctual in the class, not giving frequent assessment to students and so on. Deribe, Endale, and Ashebir (2015) found out that main school factor that is related to students' repetition is teachers' commitment. Also, Orswa (2014) study submitted that teachers as school factor contributed to students' repetition rate. Federal Republic of Nigeria (2004) stated that no quality of teaching can rise above the quality of its teacher. Likewise the students can also be responsible for the high repetition rate in tertiary institutions by involving in cultism, truancy, students union government and so on which will not allow them to concentrate on their studies. Therefore, the responsibility of reducing the repetition rate in tertiary institutions lies in the hand of both the lecturers and students.

Conclusion

Based on the outcomes of this research, it was summarised that lecturers' job performance had a positive significant and high relationship with students' wastage rate. Lecturers' job performance had a significant relationship with drop-out rate

and repetition rate. It was also concluded that there were low wastage and high graduation rate in the sampled tertiary institutions in Kwara State. Lecturers' job performance is a detailed roadmap which enables an institution to reduce the drop-out and repetition rate of students in order to achieve the educational aims and objectives. Education is both consumer and capital goods that is beneficial to individual in a country. Stakeholders in education need to put in their best towards the development of tertiary education in Kwara State.

Recommendations

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

1. Institutional management should employ quality control mechanism to reduce wastage rate to the barest minimum by admitting students on merit. If this is done, the issues of drop-out and repetition would be efficiently and effectively managed in Kwara State tertiary institutions.
2. Lecturers should be more committed to their job through punctuality to class, constant assessment of students, assignment and projects in other to enhance students' academic performance which can result in low wastage rate in Kwara State tertiary institutions.
3. More emphasis should be laid by the tertiary institutions management and supervisory agents on programmes that are not given much attention in the community such as seminars and keynote addresses by lecturers in Kwara State tertiary institutions.
4. Tertiary institutions are to ensure that publications by lecturers are made available for students in order to improve their academic performance and reduce the wastage rate in Kwara State tertiary institutions.
5. The lecturers in polytechnics should be encouraged by the school administrators to publish books and also improve their academic knowledge from time to time.

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EXPLORING CAPACITY BUILDING OPPORTUNITIES IN THE OPERATIONS OF OPEN AND DISTANCE LEARNING FOR GLOBAL COMPETITIVENESS IN NIGERIA

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Abstract

The changing trend from face-to-face teaching and learning to Open and Distance Learning (ODL) modes in public universities has made it necessary to provide lecturers with capacity building opportunities to garner basic skills for ODL course designs, pedagogy, e-tutoring, examining students in line with the global best practices. The paper explored capacity building opportunities in the operations of ODL for global competitiveness in Nigeria. Two research questions guided the study. The study adopted a descriptive survey design. The sample of the study comprised 120 lecturers drawn by proportionate stratified sampling technique from five out of the 12 dual-mode universities in Nigeria. The instrument for data collection was a 15 item researcher developed questionnaire structured on a 4-point scale of strongly agree, agree, disagree and strongly disagree weighted 4 to 1 respectively. The instrument was pilot tested in one of the dual mode universities and validated through peer review by the researchers. Cronbach Alpha test for internal consistency was used for the reliability of the instrument. SPSS was used to compute and a coefficient index of 0.73 was obtained, thus the instrument was considered reliable. Data collected were analyzed using statistical mean. The findings of the study revealed that there exist knowledge and skill gaps in the operation of ODL programme among lecturers in the dual-mode universities. It is observed that there is limited access to capacity building opportunities in the operations of ODL in the dual-mode universities in Nigeria. Based on the findings, it was recommended that deliberate efforts should be made by university administrators to facilitate continuous capacity building of lecturers in the key areas of ODL operation; providing specific budgetary allocation for training, retraining and exploring capacity building opportunities in local, regional and international workshops.

Keywords: Capacity building opportunities, Open and Distance-Learning

Introduction

The philosophy of education in Nigeria recognizes Open and Distance Learning (ODL) as a third route to higher education and for achieving life-long education. According to Federal Republic of Nigeria (FRN), (2013), at any stage of the educational process after the secondary education, an individual has the options of continuing full-time studies, combining work with study, or embarking on full time employment without excluding the prospect of resuming studies later. The goals of open and distance education are to: provide more access to quality education and equity in educational opportunities;

- i. encourage life-long learning opportunities;
- ii. meet special needs of employers and employees by mounting special courses for employees at the workplace;
- iii. encourage internationalization especially of tertiary education curricula; and
- iv. ameliorate the effect of internal and external brain drain in tertiary institutions by utilizing Nigerian experts as teachers regardless of their locations or places of work(FRN, 2013.p. 33).

In pursuance of the goals of ODL, the national policy on education identified capacity strengthening of the existing coordinating agencies and other stakeholders as a key factor to achieving the goals of ODL, This among others include to; advise the government on the development and practice of ODL, ensure the maintenance of standards for programmes offered in various institutions; liaise with media houses, information technology providers and other relevant bodies in enhancing ODL education Federal Ministry of Education (FME), (2015).

ODL is a mode of teaching in which learners are removed in time and space from the teacher, and where teachers rely heavily on media and technologies to provide and/or improve access to good quality education for large numbers of learners wherever they may be (FRN, 2004). ODL means removing barriers to learning such as restriction on time or place of study while Distance means that the learner and the tutor are physically separated from each other and teaching takes place via print, electronics and/or telecommunications media (Okebukola, 2009). It is system of learning and teaching that is grounded in the principles of open and resource-based learning and takes place in different contexts at a multiplicity of sites, through a variety of mechanisms and learning and teaching approaches (FME, 2015). It is a mode distinct from the face-to-face teaching method, where there is physical separation between the teacher and the learner (Jegade, 2016).The method depends largely on utilizing learning resources electronically, rather than attending classroom sessions, is the central feature of the learning experience in ODL (Kegulu & Oranusi, 2014).

Jegede (2016) asserts that ODL methods, when applied to tertiary level instruction and properly staffed and implemented, can increase enrolments at less marginal cost than by expanding residential campuses; expand access to under-served populations; lay the foundation for a culture of life-long learning; and improve the structure and pedagogy of university curricula.

There are 171 universities in Nigeria comprising 44 Federal, 48 States and 79 privately owned universities (NUC, 2020). The universities have practically not met the ever-increasing demand for university education through the formal classroom-bound, face-to-face learning mode. This may not be unconnected with limited carrying capacity to match and cope with the tremendous demand for university education. The data available indicates that institutions of higher learning have only been able to cope, on the average, with about 17 per cent of admission demands implying that over 80 per cent of candidates who apply to universities cannot be accommodated, not necessarily because they are not qualified but due to gross inadequacies in resources and facilities. (Jegede, (2016) The challenge of the limited spaces for admission in the conventional university is further exacerbated with renewed vision of the federal government in the Ministerial Strategic Plan (MSP) 2016 -19 (FME, 2016), that is aimed at increasing equitable access to basic education for out-of-school children among others. This development implies that in the very near future, the inadequate facilities would be further stretched arising from the demand for university education. This significantly underpins the need to strategically develop institutional and academic staff capacity of ODL mode of university education delivery to increase access without compromising quality in the advent of increase in demand arising from democratization of educational opportunities at the lower levels.

In the 1990s efforts were made to increase access in response to tremendous evident demand of university education which led to the establishment of part time programmes by the various tertiary institutions (Olayiwola, Reju & Alaneme, 2009). This was aimed at addressing the deficits in the admissions in the face-to-face conventional universities. Following this, were reported irregularities in the operations of the programmes, when business people hijacked the establishment of satellite and off campuses without any regard for standards. This led the National Universities Commission (NUC), the regulatory body of the Nigeria Universities System (NUS) in cognizance of the need to streamline the operation of the programmes, in 2012 placed a moratorium on admission into such programmes and provided guidelines for the operation of part time programmes.

Following this development, in 2002, the National Open University of Nigeria (NOUN) was established to provide access to quality university education through, ODL mode. In 2002/2003 the awareness of the possibility of running a dual-mode delivery system by the various universities in the country was conceived. Currently, there 12 universities regarded as dual- mode universities with the mandate to concurrently run face-to-face and ODL mode programmes in

the universities. The universities have been viewed with limited capacity to deliver degree programmes by ODL mode alongside the conventional face-to-face mode (NUC, 2019). The arguments among scholars NUC, (2009) and FME (2015), is that the practice of ODL by dual-mode universities is fraught with problems of standards as the universities are in transition from the running of part-time/sandwich courses to distance learning. Therefore, to ensure quality assurance, and global competitiveness of the ODL outputs by dual mode universities, capacity building for lecturers becomes essential.

Capacity building requires continuous improvement in attitude, knowledge and skills of lectures through continuous learning in the dual mode universities. Perraton and Creed (1999), Olayiwola and Reju (2010) recommended that capacity building in ODL be directed towards important areas like course design, development, editing, media integration, pedagogy, development of self-learning material and good lesson writing practices and Information Communication Technology (ICT) among others. Where such expertise is not readily available locally due to the relative newness of the mode, the opportunities could be sought in other countries where ODL operates successfully.

There are concerns among stakeholders that the practice of ODL by the dual-mode universities is far below acceptable best practice and that at best, they are in transition from the running of part-time/ sandwich courses to distance learning (NUC,2009) Currently, there is a general perception that a significant number of Nigerian lecturers in the dual-mode universities may not be adequately equipped for ODL, they appear to have limited capacity to deliver degree programmes by the ODL for a number of interconnected reasons chief among them being training-related issues (pedagogy, material development, assessment mode, structural and curricular) and infrastructural deficit limitation in addition to the conventional face-to face mode. Also, there are arguments that the products of the Nigerian university system of the face-to-face mode barely meet employers' requirements and admission for further studies elsewhere in the world.

There is no contention, ODL has opened access for university education in Nigeria. Not to compromise quality for quantity, inputs must justify outputs. Lecturers' capacity in ODL is a significant input for quality learning outcomes in ODL. Therefore, the problem of this study, is what are the capacity building opportunities in the operation ODL in in the dual-mode universities in Nigeria for global competitiveness?

Research Questions

The following research questions guided the study:

1. What is the capacity of the academic staff in the dual-mode universities for the operation of ODL programmes in Nigeria?
2. What are capacity building opportunities accessible to academic staff in the operation of ODL in Nigeria?

Methods

The design for the study was a descriptive research design was adopted. The population of the study was made up of the 12 universities who have the mandate of operating the dual-modes; face-to-face and ODL in Nigeria. Five universities were purposively sampled from the 12 dual mode universities with a wide spread across the nation and consideration of the year of establishment of the ODL programme. A sample size of 120 academic staff was drawn from the approved ODL programmes in the five sampled universities.

An instrument called ‘Open Distance Learning University Academic Staff Capacity Building Requirement Questionnaire’ (ODL-ASCBREQ) developed by the researchers was used to gather data for the study. The questionnaire contained 15 items; covering the research questions of the study. The items were structured on a 4-point scale of strongly agree, agree, disagree and strongly disagree, weighted 4, 3, 2 and 1 respectively. The instrument was pilot tested in one of the dual mode universities. To ensure the instrument accurately measured what it intends to measure, it was subjected validation, contracting and reconstructing of the items by the researchers to eliminate ambiguity in the items. Data collected from the pilot test were analyzed using Cronbach Alpha method for the internal consistency of the instrument, SPSS was used to compute same and a coefficient index of 0.73 was obtained. Hamed (2016), recommended that coefficient index of $\alpha = 0.70$ to 0.90 was adequate, hence the instrument was considered reliable for the study.

In this study, the descriptive statistics of the latent constructs were explained in the form of mean and standard deviation for better understanding of the descriptive analysis of the study phenomenon. In order to achieve this, Statistical Package for Social Sciences (SPSS) was used to determine the mean and standard deviation (SD) of the constructs. The items of the instrument were measured via a four-point scale thus, a mean score 2.50 above was adjudged to positively explain the phenomenon and mean score below 2.49 was seen as weak in explaining same. SD explained how measurements for a group are spread out from the average (mean). Therefore, low SD showed that most of the numbers were close to the average (mean). While high standard deviation means that the numbers were more dispersed from the central mean.

Results

Research Question One

What is the capacity of the academic staff in the dual-mode universities for the operation of ODL programmes in Nigeria?

Table 1. Capacity of the Academic Staff in the Dual-mode Universities for the Operation in ODL

N=120				
S/N	Items	Mean	SD	Decision
1	Determining acceptable content in various subjects and disciplines	2.33	0.91	Disagree
2	Restructuring content to suit ODL modes (course design)	2.41	0.48	Disagree
3	Course writing techniques	2.71	0.66	Agree
4	Course facilitation and Instructional Design	2.56	0.72	Agree
5	Reviewing and editing existing ODL materials	2.63	0.71	Agree
6	Assessment and Evaluation in ODL courses	2.61	0.45	Agree
7	Developing e-tutoring skills in ODL	2.22	0.78	Disagree
8	Construction of tutor mark assignments	2.45	0.82	Disagree
9	Video and Audio scripting for ODL	2.18	0.79	Disagree
Average Mean		2.44	0.70	Disagree

Table 1 presents the capacity of the academic staff in the dual-mode universities for the operation in ODL in Nigeria. The analysis of the result reveals an aggregate sectional mean rating of 2.44 and a SD of 0.70. The results further revealed that the capacity of the academic staff in course writing techniques had aggregate mean rating of 2.71 and a standard deviation of 0.66; reviewing and editing existing ODL, course facilitation, assessment and evaluation in ODL courses and Instructional design had mean ratings of 2.63, 2.61, 2.56 respectively with the respective SD being 0.71, 0.45 and 0.72. The capacity of academic staff in other key areas in the operation of ODL; construction of tutor mark assignments, restructuring content to suit ODL modes (course design), determining acceptable content in various subjects and disciplines, e-tutoring skills in ODL and Video and Audio scripting for ODL had mean rating which fell between the mean ratings of 2.18 and 2.42. Generally, these values indicate a weak capacity of the academic staff in the dual-mode universities in the operation of ODL programme.

Research Question Two

What are capacity building opportunities accessible to staff in the operation of ODL in Nigeria?

Table 2: Capacity Building Opportunities Accessible to Staff in the Operation of ODL

N = 120				
S/N	Item	Mean	SD	Decision
1	Specialized Training Programmes in ODL	2.37	0.26	Disagree
2	Refresher Programme in ODL	2.33	0.47	Disagree
3	Attendance of local Seminars, Workshops and Conferences in ODL	2.73	0.74	Agree
4	Attendance of international Seminars, Workshops and Conferences in ODL	2.13	0.65	Disagree
5	Mentorship/Coaching by experience colleagues in ODL	2.69	0.77	Agree
6	Workshop organized by Regional Training and Research Institute for Distance and Open Learning (RETRIDAL)	2.15	0.96	Disagree
Sectional Mean		2.40	0.64	Disagree

Results on table two present the accessible capacity building opportunities available for academic staff in the operation of ODL in Nigeria. The result analysis revealed an aggregate mean rating of 2.40 and SD of 0.64. Detailed analysis show that attendance of local seminars, workshops and conferences in ODL and mentorship/coaching by experienced colleagues in ODL were rated 2.73 and 2.69 respectively. Also, the opportunities for specialized training programmes in ODL, refresher courses in ODL; workshops organized by Regional Training and Research Institute for Distance and Open Learning (RETRIDAL) and attendance of international seminars, workshops and conferences in ODL showed aggregate mean ratings between 2.13 and 2.37 which are all below 2.50. Largely, from the result of the analysis, the academic staff from the dual-mode universities have limited access to capacity building opportunities in the operations of ODL in Nigeria.

Discussion

The study established that the academic staff in the sampled dual universities have a weak capacity and that knowledge and skill gaps exist among lecturers in the operation of ODL programme; although, a cursory look at the result suggested a considerable academic staff capacity in the few areas of in ODL course writing techniques, reviewing and editing existing ODL, course facilitation, assessment and evaluation in ODL courses and instructional design. However, their capacity was found to be at the lower ebb in ODL operations. This tallies with Egbo (2011)

who opined that there is a general perception that a significant number of Nigerian teachers are not adequately equipped to deliver quality education for a number of interconnected reasons chief among them being training-related issues. National Universities Commission (NUC (2009) appraised the scope of operation of ODL practice revealed a glaring mismatch between policy and practice even in the face of obvious and widely acknowledged perennial inadequacies of the conventional face-to-face mode practice of distance learning by these dual-mode universities. The NUC lamented that this was below acceptable best practice. This might not be unconnected with the weak capacity of the academic staff in the dual-mode universities already faced with related challenges of the face-to-face mode of delivery of university education.

Jepketer, Kombo and Kyalo, (2015), proposed the need for capacity building of the academics to be competent in meeting the requirements of changing classroom practice. ODL as a mode of delivering tertiary education is relatively new particularly in the universities in Nigeria and the West African sub-region in general (Amini & Oluyide, 2016). Capacity building makes difference in teacher teaching skills, increases learning quality in the classroom assisting students who could otherwise be at risk hence enhancing students' learning (Organization for Economic Cooperation and Development (OECD), (2009). Academics are the learning catalyst in universities, equipping them with necessary teaching competencies will not only improve learning but also contribute to effective implementation of ODL programme. Jepketer, Kombo and Kyalo, (2015), posited that teachers remain essential actors and catalyst for change in all efforts aimed at promoting quality education in schools. In order to develop a responsive and effective teacher capable of undertaking the foregoing, he argued that teachers require opportunities for continuous self-improvement; both career-long and career-wide opportunities that will enable them to acquire skills, knowledge and techniques needed for quality on the job performance.

The findings of the study suggest that there is limited access to capacity building opportunities in the operations of ODL in the universities in Nigeria. Available evidence from the literature reviewed, it appears that Regional Training and Research Institute for Distance and Open Learning (RETRIDAL) is the only institution tasked with providing training services for capacity building opportunities in the ODL operations. As part of its operations, it builds regional network of ODL trainers and researchers among others. It is observed that conferences organized by RETRIDAL are most times institutional based, this situation further limits the capacity building opportunities in ODL operations in the universities. This is possibly explaining the basis for the university's reliance on the attendance of local Seminars, Workshops, Conferences, Mentorship and coaching by experience colleagues, this does not support global competitiveness in the ODL.

Conclusion

The finding of the study has established that a number of knowledge and skill gaps still exist among the academics in the operation of ODL in dual-mode universities in Nigeria. Literature have substantiated considerable dependent on few experts in providing some vital services in the dual-mode universities. This may not be unconnected with the limited access to the capacity building opportunities in ODL. While acknowledging the efforts of RETRIDAL in providing capacity building opportunities in Nigeria, this appears inadequate, given the number of the proliferation of dual-mode universities. Without capacity building to address the identified inadequacies among the Lecturers, ODL programme would continue to be perceived as a second-best option in contrast to face-to-face mode of universities education. This does not support and guarantee quality outputs of ODL programme. The need to expose academic staff in the Nigerian University System to a wider range of educational principles and practices of ODL is essential for a smooth transition of the lecturers from a traditional face-to-face teaching learning to ODL mode. This is imperative to reposition the dual-mode universities in the delivery of cost effective ODL programme not only for the economic development of the nation but also for global competitiveness.

Recommendations

From the finding of the study the following recommendations are made:

1. University's administrators in the dual-mode universities should make deliberate efforts for a continuous capacity building of lecturers in the key areas of ODL mode operations by providing specific budgetary allocations.
2. University's administrators in the dual-mode universities should sponsor lecturers to local, regional and international workshops where the lecturers would be trained in the global best principles, practices and skills in the operation of ODL.
3. The university management should provide incentives to lecturers/experts within their institutions to encourage knowledge and skill sharing through Train of Trainers (ToT) for a periodic in-house workshop and thus inspire lecturers for personal development in the operation of ODL.

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REWARD AND TRAINING PRACTICES ADOPTED BY PRINCIPALS FOR ENHANCING TEACHERS' WORK ATTITUDE IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

Secondary school teachers' persistent lateness to work, absenteeism and other forms of misconduct in Anambra State, Nigeria seem to put the capacity of principals in managing human resource, in doubt. This prompted the researchers to investigate reward and training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested. The descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents (258 principals and 6,396 teachers) in the 261 state government owned public secondary schools in Anambra State. Multi-stage sampling procedure was used to draw 672 respondents (51 principals and 621 teachers) as the sample for the study. A researcher-developed questionnaire titled "Principals' Reward and Training Practices Questionnaire (PRTPO)" was used for data collection. The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha which yielded an overall reliability of 0.77 for the instrument with coefficients for the clusters being 0.78 and 0.75 respectively. The researchers together with five research assistants collected data for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools include: recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff and that training practices they adopted include providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses. Based on the findings, it was recommended among others that the State Government should collaborate with the Ministry of Education to work out modalities for teachers' professional advancement in the teaching profession through training in form of workshops and symposium that will refresh their mind on those concepts, ideas, skills, methods and practices which they learnt in school.

Keywords: Human Resource Management, Principals, Teachers, Work Attitude

Introduction

Education has remained a veritable tool for personal and societal development among nations. This is because education is an instrument for inculcation of the right types of values, character and beliefs in individuals. The knowledge and skills for self and community development are also acquired through education. Teachers are the personnel who are charged with the responsibility of these disseminating necessary knowledge and skills to learners in the school. They are therefore an important component of any education system because they are the implementers of the school curriculum at classroom level. Thus, teachers' work attitude could determine the extent to which the school curriculum is implemented.

Teachers' work attitude is the tendency to react in a certain way towards the teaching profession. Teachers' attitude towards work means their feelings, and behaviours to the teaching profession (Hussain, Ali, Khan, Ramzan & Qadeer, 2011). Teachers' attitude to work could be positive or negative. Positive attitude refers to the mental disposition which enables an individual to exhibit desirable behaviour, while negative attitude is the unfavourable disposition that makes one to exhibit undesirable behaviour. Teachers attitude to work are often examined under three main dimensions thus: commitment, punctuality to school and teacher-students interaction (Ndifon & Comelius-Ukpepi, 2014). Other dimensions of teacher's attitude to work include: honesty, hard-work, diligence and devotion. Commitment is the devotion or willingness of a teacher to perform his or her job. Regular preparation of lesson notes and plans and application of appropriate teaching methods could denote teachers' commitment. Punctuality is the state of being prompt in attendance to school. It is the opposite of lateness. Mutual teacher-students interactions create a warm and favourable learning environment in school. This stimulates and motivates students to develop positive attitude to learning. The attitude of some secondary school teachers in Anambra State has been a source of concern to the education stakeholders.

Some secondary school teachers in Anambra State seem to exhibit negative attitude to work. This is evident in the finding of Uzoechina and Nwankwo (2016), that increased rate of truancy, lateness and general job performance coupled with the overt care free attitude of teachers are issues of major concern in secondary schools in Anambra State. In the same vein Ezeugbor, Onyali and Okoye (2017) observed that some secondary school teachers in Anambra State who are present in schools remain in the staff room gossiping instead of attending to their classes. The quest to inculcate positive attitude to work in teachers has been a long age issue which necessitated effective human resource management.

Human resource management has been defined by several scholars in varying ways. Ofojebe and Nnebedum (2016) defined human resource

management as the process of assessing the needs of staff, satisfying the needs as well as disciplining and controlling staff to enhance the attainment of school goals and objectives. In the view of Nakpodia (2010), human resource management is the process of developing, applying and evaluating policies, procedures, methods and programmes relating to the staff in the organization. The researchers define human resource management as the processes of controlling, organizing, disciplining and motivating staff to improve their work attitude and performance. The essence of human resource management (HRM) is to help staff reach optimum performance through motivating them, creating teamwork, favourable work environment and coordination of their efforts. Principals are the human resource managers in secondary schools.

The roles of principals as human resource managers in secondary schools include: encouraging team work among staff, empowering staff and encouraging them in developing their career (Chemutai, 2015). Other roles include: supervising, controlling and motivating members of staff. HRM is achieved through a distinct set of practices. Tajummal and Sheikh (2013) outlined HRM practices to include: training and development, development of team, performance appraisal, internal communication system, rewards and compensation, employee empowerment, employment security, person-organization fit. This is related to Osemeke (2012) who outlined HRM practices to include: recruitment, performance appraisal, rewards and compensation and training and development. HRM practices adopted for this study include: rewards practices and training practices. HRM practices of reward and training were of interests due to their relevance in stimulating teachers' work attitude towards greater performance.

Rewards are means of recognizing an outstanding teacher in any given task in school. It is the driving force that could energize a teacher to show more commitment to teaching. Rewards could be given to teachers in various forms which include: little token, praise, recognition and recommendation for promotion for an outstanding performance. Arguing along this line, Shakir and Zamir (2013) pointed out that reward practices include: appreciation, recognition, benefits and compensation. In a school system, it is necessary for the principal to develop the most suitable incentives and good reward system which may be financial and non-financial rewards (Wasiu & Adebajo, 2014). Non-financial rewards are in form of praise and recognition among others, while financial rewards are in form of token, bonuses and any other form of monetary rewards. Shanthi, Vimala, Ramesh, Nurul, Ahmad and Yusliza (2012) asserted that teachers' attitude towards their work are shaped by some issues such as allowances, bonuses and promotion among others. Where workers feel that their rewards are not commensurate to their inputs, there is tendency for them to develop poor attitude to work (Wasilu, 2013).

Training is any organized programme or activity that is geared toward improving the existing knowledge, skills, attitudes and experiences of staff so as to increase their job performance. It gives teachers opportunity to gain new ideas

for adapting to changes in the society. Training practices as outlined by Ojiemhenkele (2014) include: workshops, seminars, conferences, study circle and demonstrations among others. Other training practices include: organizing orientation programmes for staff, granting study leave to them, organizing interactive forum for them among others. Inadequate or denial of staff participation in training programmes might lead them to developing poor work attitude and perceptions that are against the overall goals and objectives of the organization (Wasilu, 2013). Ezeugbor, Onyali and Okoye (2017) observed that some teachers in secondary schools in Anambra state complain of not being sponsored for workshops, conferences and other in-service training courses in Anambra State. This is disheartening and could account for the poor attitude among the teachers, as training programmes is the platform for communication and exchange of ideas.

Persistent lateness to work, absenteeism, gossiping instead of attending to classes and other forms of misconduct among secondary school teachers in Anambra State seem to put the capacity of principals in managing human resource in doubt. Obviously, this negative attitude is most likely to be counter-productive in effort towards attaining predetermined objectives of the school. These unpleasant situations indicate unsatisfactory state of affairs which make HRM practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State questionable. It is against this background, that the researchers investigated the reward and training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria.

Research Questions

The following research questions guided the study.

1. What are the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State?
2. What are the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State?

Hypotheses

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

1. There is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.

Method

Descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in the 258 public secondary schools in Anambra State. Multi-stage sampling procedure which involved cluster, proportionate stratified and simple random sampling technique was utilized to draw a sample size of 672 respondents made up of 51 principals and 621 teachers for the study. Stratification was based on the clusters of principals and teachers under the already existing education zones.

A-researcher developed instrument titled ‘‘Principals’ Reward and Training Practices Questionnaire (PRTPQ)’’ was used for data collection. PRTPQ contains 17 items arranged in two clusters namely: I and II. Cluster 1 contains nine items on reward practices, while cluster II has eight items on training practices. All the items are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts. The internal consistency of the instrument was determined using Cronbach alpha. This yielded reliability co-efficient of 0.78 and 0.75 for the two clusters respectively and the overall coefficient of the instrument was 0.77.

Copies of the questionnaire were administered on the respondents by the researchers together with five research assistants who are secondary school teachers in Anambra State. A total of 672 copies of the questionnaire were distributed and 663 were properly filled and successfully retrieved indicating 99 percent return rate. The data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. For decision on the research questions, items with mean ratings that fall below 2.50 were taken as disagreement, while mean rating of 2.50 and above were taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. In taking decisions on the null hypotheses, if t-calculated value is equal to or greater than t-critical value, the null hypotheses was adjudged to be significant and thus rejected, but if otherwise, it was adjudged not significant and not rejected.

Results

Research Question 1: What are the reward practices adopted by principals for enhancing teachers’ work attitude in secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores on Reward Practices adopted by Principals for enhancing Teachers' Work Attitude

S/N	ITEMS	Principals (n = 51)			Teachers (n =612)		
		Mean	SD	Decision	Mean	SD	Decision
1	Rrecommending outstanding staff for promotion	2.75	1.16	Agree	2.68	1.10	Agree
2	Issuing of commendation letters to dedicated staff	2.82	0.97	Agree	2.58	1.12	Agree
3	Praising outstanding staff during staff meetings	2.92	1.18	Agree	2.57	1.16	Agree
4	Giving gift items to committed staff	2.61	1.15	Agree	2.37	1.12	Disagree
5	Giving monetary prizes to staff that perform excellently	2.22	1.08	Disagree	2.39	1.14	Disagree
6	Issuing end-of-the-year bonuses to teachers	2.67	1.11	Agree	2.35	1.07	Disagree
7	Applauding committed staff during school assembly	2.90	1.12	Agree	2.62	1.14	Agree
8	Involving dedicated staff during decision making in school	3.20	1.22	Agree	2.54	1.15	Agree
9	Equipping the offices of committed staff	2.22	1.12	Disagree	2.31	1.10	Disagree

Data presented on Table 1 show that the mean scores of both principals and teachers are above the cut off mean of 2.50 for items 1, 2, 3, 7 and 8. This reveals that the two groups of respondents agreed that principals adopt these items as their reward practices. This implies that the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State include recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, praising outstanding staff during staff meetings, applauding committed staff during school assembly, involving dedicated staff during decision making in school

making in school. The mean score of both principals and teachers for items 5 and 9 are below the cut off mean score of 2.50 indicating disagreement with the items as reward practices. This implies that both principals and teachers disagreed that principals reward practices include; giving monetary prizes to staff that perform excellently and equipping the offices of committed staff.

Furthermore, for item 6, the mean score of 2.67 by principals for the item which is above 2.50 shows agreement by principals with the item as one of their reward practices, while teachers with mean score of 2.35 for the same item (which is below the cut off mean score of 2.50) indicate disagreement with the item as one of principals' reward practices. The standard deviation scores for all the items range from 0.98-1.22 for both principals and teachers indicating that the respondents' responses are homogeneous.

Research Question 2: What are the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of Training Practices adopted by Principals for enhancing Teachers' Work Attitude

S/ N	ITEMS	Principals (n = 51)			Teacers (n =612)		
		Mean	SD	Decision	Mean	SD	Decision
10	Providing opportunities for members of staff to attend seminars	2.78	1.14	Agree	2.59	1.17	Agree
11	Organising orientation programmes for new staff in school	2.82	1.18	Agree	2.57	1.15	Agree
12	Encouraging members of staff to attend conferences	2.86	1.00	Agree	2.56	1.13	Agree
13	Organising workshop in school	2.33	1.01	Disagree	2.38	1.13	Disagree
14	Supporting staff to undertake refresher courses	3.12	1.19	Agree	2.50	1.15	Agree
15	Granting study leave to staff for their career development	2.61	1.17	Agree	2.36	1.10	Disagree
16	Inviting resource persons to enlighten teachers on innovative instructional practices	2.65	1.13	Agree	2.42	1.12	Disagree
17	Organizing symposium for staff	2.47	1.06	Disagree	2.37	1.06	Disagree

Results on Table 2, shows that items 10, 11, 12 and 14 have mean scores above the cut off mean of 2.50 for both principals and teachers and this indicated their

agreement with the items as training practices adopted by principals. This shows that the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State include; providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses. On the other hand, mean ratings of both principals and teachers for items 13 and 17 fall below the acceptable mean score of 2.50 indicating their disagreement with the items as training practices adopted by principals.

The results further reveal that principals agreed that the training practices they adopt include granting study leave to staff for their career development and inviting resource persons to enlighten teachers on innovative instructional practices in connection to items 15 and 16 with mean scores of 2.61 and 2.75 respectively which are above the cut mean of 2.50. On the other hand, teachers with mean scores of 2.36 and 2.42 respectively for the same items which fall below the cut off mean of 2.50 indicated disagreement with the items as training practices adopted by principals. The standard deviation scores for the items listed which range between 1.00 and 1.19 for both principals and teachers show that their responses are close and this indicate homogeneity in their responses.

H₀₁: There is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State.

Table 3: t-test of Significant Difference in the Mean Ratings of Principals and Teachers on the Reward Practices adopted by Principals for enhancing Teachers' Work attitude

S/N	ITEMS	Respondents	Mean	SD	t-cal	t-crt.	Remark
1	Recommending outstanding staff for promotion	Principals Teachers	2.75 2.68	1.16 1.10	0.42	1.96	Not Sig.
2	Issuing of commendation letters to dedicated staff	Principals Teachers	2.82 2.58	0.97 1.12	1.53	1.96	Not Sig.
3	Praising outstanding staff during staff meetings	Principals Teachers	2.92 2.57	1.18 1.16	2.06	1.96	Sig.
4	Giving gift items to committed staff	Principals Teachers	2.61 2.37	1.15 1.12	1.45	1.96	Not Sig.
5	Giving monetary prizes to staff that perform excellently	Principals Teachers	2.22 2.39	1.08 1.14	-1.08	1.96	Not Sig.
6	Issuing end-of- the-year bonuses to teachers	Principals Teachers	2.67 2.35	1.11 1.07	2.03	1.96	Sig.
7	Applauding committed staff during school assembly	Principals Teachers	2.90 2.62	1.12 1.14	1.71	1.96	Not Sig.
8	Involving dedicated staff during decision making in school	Principals Teachers	3.20 2.54	1.22 1.15	3.88	1.96	Sig.
9	Equipping the offices of committed staff	Principals Teachers	2.22 2.31	1.12 1.10	-0.57	1.96	Not Sig.
Overall		Principal Teachers	22.29 22.41	9.62 9.86	1.34	1.96	Not sig.

Result on Table 3, revealed that there is no significant difference in the mean scores of principals and teachers for items 1, 2, 4, 5, 7 and 9 as the reward practices adopted by principals for enhancing teachers' work attitude. Further analysis of the results show that there is significant difference in the mean scores of principals and teachers for items 3, 6 and 8 as the reward practices adopted by principals. The analysis therefore show that while there is no significant difference in the mean scores of principals and teachers for six out of the nine items listed that there was significant difference in three other items. Furthermore, the overall t-calculated value of 1.34 is less than t-critical value of 1.96. Thus, the null hypothesis is not significant. This therefore implies that there is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for

enhancing teachers’ work attitude in secondary schools in Anambra State. The null hypothesis was therefore not rejected.

H₀₂: There is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers’ work attitude in secondary schools in Anambra State.

Table 4: t-test of Significant Difference in the Mean Ratings of Principals and Teachers on the Training Practices adopted by Principals for enhancing Teachers’ Work attitude

S/N	ITEMS	Respondents		SD	t-cal	t-crt.	Remark			
		Principals	Teachers							
10	Providing opportunities for members of staff to attend seminars	2.78	2.59	1.14	1.17	1.96	Not Sig.			
11	Organising orientation programmes for new staff in school	2.82	2.57	1.18	1.50	1.96	Not Sig.			
12	Encouraging members of staff to attend conferences	2.86	2.56	1.00	1.85	1.96	Not Sig.			
13	Organising workshop in school	2.33	2.38	1.01	-0.30	1.96	Not Sig.			
14	Supporting staff to undertake refresher courses	3.12	2.50	1.19	3.68	1.96	Sig.			
15	Granting study leave to staff for their career development	2.61	2.36	1.17	1.51	1.96	Not Sig.			
16	Inviting resource persons to enlighten teachers on innovative instructional practices	2.65	2.42	1.13	1.41	1.96	Not Sig.			
17	Organizing symposium for staff	2.47	2.37	1.06	0.62	1.96	Not Sig.			
Overall		Principals	Teachers	21.65	19.76	8.44	8.83	1.53	1.96	Not Sig.

Results on Table 4, reveal that there is no significant difference in the mean scores of principals and teachers for all the eight items listed with the exception of item 14 as the training practices adopted by principals for enhancing teachers’ work attitude. The overall t-calculated value of 1.53 is less than t-critical value of 1.96.

Thus, the null hypothesis is not significant. This therefore implies that there is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State. The null hypothesis was therefore not rejected.

Discussion

The result of this study revealed that the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State include: recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, praising outstanding staff during staff meetings, applauding committed staff during school assembly, involving dedicated staff during decision making in school. One possible explanation for these as the reward practices adopted by principals could be as a result of zeal to improve teachers' devotedness to their jobs and also inculcate positive attitude in them. The reward practices which boost the morale of teachers in charging their instructional roles may account for the recent second position of the state in the Senior Secondary Certificate Examination (SSCE) in the 2018/2019 academic session. This finding agrees with the finding of Ajmal, Bashir, Abrai and Khan (2015) who reported that the intrinsic and extrinsic rewards practices such as employee recognition (commendation), acknowledgement, praises, authority to perform tasks, respect and appreciation with gift items adopted by managers positively influence employee attitude to work. The similarity in the two findings is not surprising as a result of time span, within three years reward practices might still remain the same. These reward practices boost teachers' morale and inspire creativity. It stimulates desirable behaviour and reduces undesirable behaviours like lateness and absenteeism.

Further analysis revealed that there is no significant difference in the mean ratings of principals and teachers on the reward practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State, Nigeria. This corroborates the finding of Onyali and Akinfolarin (2017) who reported that there was no significant difference in the mean ratings of principals and teachers on principals' reward (incentive) practices for secondary schools improvement in Oyo State, Nigeria. The agreement in the findings of the two studies could be attributed to geographical location as the two studies were conducted in Nigeria, where similar policy are applied in managing schools. The no significant difference in the mean ratings of principals and teachers with regard to reward practices is made obvious in some areas like; recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, giving gift items to committed staff, applauding committed staff during school assembly and equipping the offices of committed staff.

The finding of the study shows that the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra

State include; providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses. The possible reason for this finding is that technological advancement and education reforms could have made the principals in the state to provide opportunity for teachers' training in the secondary schools. This is in line with the finding of Udoa and Ikpe (2012) who found out that training programme such as workshops, seminars and conferences administered in school significantly influences teachers attitude to work. This also supports Ezeugbor, Onyali and Okoye (2017) who reported that the training practices adopted by principals in Anambra State include; encouraging teachers to participate in staff discussion forum, organizing workshops to enlighten teachers about innovations on teaching methodologies, encouraging teachers to attend conferences in order to up-date their knowledge and organizing symposium for teachers to enhance their skills. The similarity in the findings of the present study and that of Ezeugbor, Onyali and Okoye is not surprising as a result of the fact that the two studies were carried out in the same state within a short space of five three years and thus the same population participated in the two studies.

On the other hand, this finding contradicts the finding of Hassan (2013) which revealed among others that the professional development programmes for teachers that are not in practice in pakistan include: arranging different training programmes, coaching, mentoring, re-fresher courses, workshops and seminars among others. This contradiction in the findings of the two results may be attributed to difference in time span time and geographical location. The difference in geographical location indicated dissimilarity in educational policy, programme, funding and participants who might hold varied views on training practices in their various countries. These practices may be the reason why secondary school teachers in Anambra State, Nigeria are dedicated to their teaching roles as may be connected to outstanding performance of students in external examinations in the state in recent years. The current technological advancement in all the facets of education system and changes in school curriculum makes these training practices imperative for teachers to adapt to innovation in the education system.

It was also revealed that there is no significant difference in the mean ratings of principals and teachers on the training practices adopted by principals for enhancing teachers' work attitude in secondary schools in Anambra State. This collaborates with the finding of Nnebedum and Akinfolarin (2017) that there was no significant difference in the mean ratings of principals and teachers on principals' training practices for enhancing staff personnel administration in secondary schools in Oyo State, Nigeria. The agreement in the two findings could be as a result of the fact that the two studies were conducted in Nigeria in which similar policy are operated in secondary schools across the country. The no significant difference is evident in the areas of providing opportunities for

members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences, organising workshop in school, granting study leave to staff for their career development, inviting resource persons to enlighten teachers on innovative instructional practices and organizing symposium for staff.

Conclusion

Based on the findings of this study, it was concluded that principals adopt reward and training practices. The reward and training practices to enhance teachers' work attitude include recommending outstanding staff for promotion, issuing of commendation letters to dedicated staff, providing opportunities for members of staff to attend seminars, organising orientation programmes for new staff in school, encouraging members of staff to attend conferences and supporting staff to undertake refresher courses.

Recommendations

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

1. Principals in collaboration with individuals, philanthropists and Alumni associations of secondary schools should single out a day in every academic session for the reward of outstanding performance in the school. During the occasion, prizes should be given to such staff that performs excellently to encourage them.
2. The State Government should in collaboration with Ministry of Education work out modalities for principals' professional advancement in the management of human resources through training in form of workshops and symposium that will refresh their mind on those concepts, ideas, skills, methods and practices that enhance attitude of work of teachers and also generality of staff in secondary schools.

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IMPACT OF TEACHER PROFESSIONAL DEVELOPMENT ON TEACHING AND LEARNING IN JUNIOR SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study examined impact of teacher professional development on teaching and learning in junior secondary schools in Anambra state. It was guided by four research questions and one hypothesis was tested. The study adopted the descriptive survey design. The population of the study comprised of 4,095 junior secondary school teachers in the school. Multi stage procedure involving proportionate sampling and simple random sampling (balloting without replacement) were used to draw the sample. This amounted to 180 teachers as sample for the study. Instrument used for data collection was a 20 item questionnaire distributed to 180 junior secondary school teachers. Out of this number, 158 were duly completed, returned and used for the study. The instrument for the study was tagged Impact of Teacher Professional Development on Teaching and Learning (ITPDTL) with reliability coefficients of 0.76, 0.74, 0.68 and 0.73 for the four clusters and an overall coefficient of 0.72. The reliability was determined using Cronbach Alpha technique. Analysis of data collected was done g arithmetic mean scores to answer the four research questions while t-test was used in testing the hypothesis at 0.05 alpha level. Findings revealed among other things that to a high extent, teachers are aware of terms like instructional material, teaching methodology, evaluation and classroom management. Findings also revealed that most teachers, to a high extent lacked the professional development in these areas due to lack of consistent re-training exercise. It also revealed that year of experience has been helpful in teaching profession. Based on these findings, it was recommended among others that teachers need retraining workshops on uses of instructional materials, sensitization on methods of teaching, use of different evaluation strategies and exposed to classroom management practices to effectively manage students in their classes.

Keywords: Teacher, professional development, instruction, Anambra State.

Introduction

Education has been the mechanism through which societies generate the knowledge and skills required for its survival and sustenance. Education also

improves the quality of lives and leads to a broad social benefits to individuals and society. Little wonder nations have thrown their weight behind education which has been the pillar of success among economies of the world. Okezie, Okpe and Ngwakwe (2018) posit that Education all over the world is seen as the corner stone of development and the major social services which the government of any nation, communities, parents and philanthropic organizations give to their children. Education authorities have seemed to agree that increasing standards for pre-service education of teachers will not necessarily lessen the need for continued in-service preparation and professional growth.

No amount of time spent in college or university will complete the preparation of the teacher for classroom tasks. Teachers, like doctors, priests, and lawyers, must continue with their education after graduation. Constantly applying new techniques and materials make education in service absolutely necessary. If teachers are to become real leaders in their respective schools, teachers must be provided with a programme of in-service training which is concerned with doing and not merely with listening. Orji (2010) asserts that education unlocks the door to modernization, but the teacher holds the key. A teacher here is one who teaches in a school or college. In the view of Obidike (2016), a teacher is a person whose occupation is teaching others especially children. He is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situation. The teacher is the initiator of teaching and learning in any school. Without teaching, learning may not take place. Teaching as perceived by Kalule and Bauchamina (2013), is an interaction involving the learner, the subject matter, and the teacher. Teaching is to a teacher what learning is to a learner. According to Onwuka (2010), teaching goes along with learning.

Learning is an activity which involves the teacher and learner and at the end, the learner acquires certain skills, knowledge and experiences which help to shape his behavior. Zailani (2015) defines learning as a relatively permanent change in behavior due to practice and experience. This definition is a confirmation of Ojo (2012), who views learning as a relatively permanent change in behavior as a result of insight, practice, experience or stimuli in the behavior. Teaching and learning cannot be effective when teachers lack appropriate professional development and skills to do their job better.

Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. Alabi (2011) asserts that teacher development significantly related to teacher productivity. Thus, Afe in Iyunade (2017) defined Teachers' professional development as that component of any educational system concerned with the education and training of teachers to acquire the necessary competencies and skills in teaching for improvement in the quality of teachers in the school

system. It is often planned and systemically tailored and applied for the cultivation of those who teach or will teach, particularly but not exclusively in primary and post primary schools. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. If school teachers do not have the tools they need to teach students effectively, their students will suffer. To teach effectively, teachers need access to ongoing teacher professional development. This professional development enables teachers to improve their own education through seminars, workshops, and classes.

Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. However, Darling-Hammond, Hyler, Gardner (2017) posit that effective professional development is structured on professional learning which results in changes to teacher knowledge and practices, and improvements in student learning outcomes. This allows them make changes in the way they teach their students and incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students learn the same way. It also helps teachers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research. The researcher is aware that for a teacher to do his job diligently, he must be conversant with methodology, use of instructional materials, classroom management, evaluation techniques and record keeping; these are observed impacts derived from professional teacher development. These were partly recognized by Enemuo and Obidike (2012) who identified academic qualification, personal attributes, motivation, learning theories, behavioural management, knowledge of ICT and other instructional aids.

Teachers are crucial inputs of any educational system because they have the command of the knowledge and skills to be imparted to the learners. Hence, the quality of teachers determines to a great extent the quality of teaching and learning outcomes. Since the inception of the present government of Anambra state, there has been various developmental programmes put in place for teachers in order to enhance especially, quality basic education. Such programmes include among others, in-service training, ICT training, seminars, workshops and induction programmes for teachers. These programmes concentrate on updating teachers knowledge on learners evaluation, methods of teaching and learning, students discipline, classroom management, and use of instructional materials.

Despite government effort and investment in teacher development programmes, the quality of teaching among teachers seems not to have improved to any appreciable level. Some educators blame this on ineffective management of the programme by those concern, while others attribute it to the poor attitude of some teachers toward the teaching profession. Therefore, it becomes pertinent to pose the question “To what extent does teacher professional development relate to quality teaching and learning in junior secondary school?”

Purpose of the Study

The main purpose of this study is to examine the impact of teacher professional development on teaching and learning at junior secondary schools in Anambra state. Specifically, this study sought to examine the:

1. Extent professional development of teachers on instructional materials impacts teaching and learning at junior secondary schools in Anambra state.
2. Extent professional development of teachers on methodology impacts teaching and learning at junior secondary schools in Anambra state.
3. Extent professional development of teachers on evaluation impacts teaching and learning at junior secondary schools in Anambra state.
4. Extent professional development of teachers on classroom management impacts teaching and learning at junior secondary schools in Anambra state?

Research Questions

The following research questions guided this study

1. To what extent does professional development of teachers on instructional materials impacts teaching and learning at junior secondary schools in Anambra state?
2. To what extent does professional development of teachers on methodology impacts teaching and learning at junior secondary schools in Anambra state?
3. To what extent does professional development of teachers on evaluation impacts teaching and learning at junior secondary schools in Anambra state?
4. To what extent does professional development of teachers on classroom management impacts teaching and learning at junior secondary schools in Anambra state?

Hypothesis

There is no significant mean difference between the opinions of urban and rural teachers on the impact of teacher professional development on teaching and learning.

Methods

This study examined impact of teacher professional development on teaching and learning at junior secondary schools in Anambra state. It was guided by four research questions and one hypothesis was tested. The study adopted the descriptive survey design. The population of the study comprised 4,095 junior

secondary school teachers. Multi stage sampling procedure involving proportionate sampling and simple random sampling (balloting without replacement) techniques were used to draw the sample. This resulted to 180 teachers as sample for the study. Instrument used for data collection was a 20 item questionnaire tagged Impact of Teacher Professional Development on Teaching and Learning (ITPDTL). It had reliability coefficients of 0.76, 0.74, 0.68 and 0.73 for the four clusters and an overall value of 0.72. The reliability coefficient were determined using Cronbach Alpha technique. Copies of the instrument were administered on 180 junior secondary school teachers sampled. Out of this number, 158 representing 87.9% were duly completed, returned and used for the study. Analysis was done using arithmetic mean scores to answer the four research questions while t-test was used in testing the hypothesis at 0.05 alpha level. Items with mean scores above 2.5 were taken as agreement while those with mean scores below 2.5 were taken as disagreement. For the hypothesis it was rejected if the t-cal is greater than t-crit, otherwise it was accepted.

Results

Table 1: Extent to which professional development of teachers on instructional materials impacts teaching and learning at junior secondary schools in Anambra State.

S/N	ITEMS	\bar{X}	Decision
1	Extent to which you were taught the significant of improvisation in teaching and learning in your training years	2.27	Disagree
2	Extent to which you have been involved re-training exercise on use of instructional material for teaching	2.14	Disagree
3	What extent are you aware of the use of instructional materials in teaching	3.21	Agree
4	What extent have your school principal organize workshop on instructional material in your school	2.08	Disagree

Data analysis in Table 1 show that the mean scores for items 1-4 were 2.27, 2.14, 3.21 and 2.08 respectively. Items 1, 2 and 4 were disagreed to because they recorded mean scores below 2.50. The respondents however agreed to item 3 with a mean score of 3.21 which was above the cut off mean of 2.50.

Table 2: Extent to which professional development of teachers on methodology impacts teaching and learning at junior secondary schools in Anambra state?

S/N	ITEMS	\bar{X}	Decision
5.	Extent to which your years of experience in teaching help you select appropriate methods in teaching.	2.91	Agree
6	You read often to re-awake your knowledge on appropriate methods to teach	2.19	Disagree
7	Extent to which you use teacher centered methods	1.74	Disagree
8	To what extent do you apply learner centered methods	2.92	Agree
9	In your years of observation, what extent do students response to learner centered methods	3.14	Agree
10	Knowledge you acquired from a workshop on methods to an extent helps you in teaching	2.94	Agree

Analysis in Table 2 show that the mean scores for items 5-10 were 2.91, 2.19, 1.74, 2.92, 3.14 and 2.94 respectively. Items 6 and 7 were disagreed to because their mean scores were below 2.50. The other items namely 5,8,9, and 10 were agreed to because their mean scores were 2.50 and above.

Table 3: Extent to which professional development of teachers on evaluation impacts teaching and learning at junior secondary schools in Anambra state

S/N	ITEMS	\bar{X}	Decision
11	The extent to which you perform as a teacher on evaluation skills is low because you have not been exposed to re-training exercise	1.94	Disagree
12	Extent to which knowledge acquired during teacher training helps in doing your job as a teacher	3.23	Agree
13	Your professional training as a teacher made you conversant in the use of summative and formative evaluations in teaching	2.15	Disagree
14	Extent of evaluating students' cognitive, affective and motor learning experiences	2.17	Disagree
15	Extent to which you need continuous re-training to be more effective in use of evaluation in class	2.72	Agree

Data analysis in Table 3 show that the mean scores for items 11-15 were 1.94, 3.23, 2.15, 2.17 and 2.72 respectively. Items 11, 13 and 14 were therefore disagreed to because their mean scores were below 2.50. Items 12 and 15 were agreed to because their mean score were 2.50 and above.

Table 4: Extent to which professional development of teachers on classroom management impacts teaching and learning at junior secondary schools in Anambra state

S/N	ITEMS	\bar{X}	Decision
16	Extent to which you apply discipline in classroom	2.71	Agree
17	What extent does autocracy help you to discipline your student	2.05	Disagree
18	Extent to which you use verbal abuse in management of students behaviour	2.01	Disagree
19	Extent to which your profession taught you the use of democratic virtues classroom management	3.20	Agree
20	Extent to which you need training or classroom management	2.90	Agree

Analysis of data in Table 4 show that the mean scores for items 16-20 were 2.71, 2.05, 2.01, 3.20 and 2.90 respectively. Items 17 and 18 were disagreed to because their mean score is below 2.50. They however agreed to items 16,19 and 20 with mean scores above the cut off mean score ofn 2.5.

Table 5: t-Test comparison of opinions of male and female teachers on impact of teacher professional development on teaching and learning

Respondents	N	SD	X	t-cal	df	α	t-crit	Decision
Urban Teachers	109	0.87	0.45					
				0.025	156	.05	1.972	Accept H0
Rural Teachers	49	0.52	0.36					

As shown on Table 5, t-cal (0.025) is less than t-crit (1.972). The null hypothesis is therefore accepted. There is no significance mean difference between opinions of urban and rural teachers on the impact of teacher professional development on teaching and learning.

Discussion

Analysis in table one sought extent to which professional development of teachers on instructional materials impacts teaching and learning. Findings show that to a high extent teachers are aware about the use of instructional materials in teaching but to a low extent were taught significant of improvisation. It was also indicated that teachers were involved in re-training exercise on use of instructional materials and workshop on a low extent. But Odeh, Oguche and Ivagher (2015) partially, differ in this findings. They argued that though Nigerian teachers pass through

training and re-training exercise in their professional development. Most teachers graduate or pass out in these workshops with little or no knowledge because most training centers are poorly equipped with needed infrastructures to make learning meaningful. Identifying the extent to which teachers improvise, Onyemerekeya (2010) held that not all teacher improvise. Most teachers were passive in this area and were only interested in their monthly payments. But Good (2009) asserts that teachers who provide instructional materials in schools are few and that they were diligent to duty.

The lack of re-training and non-organization of workshop as responded in this study was argued by Akinsolu (2010) who insists that teachers in Nigerian primary and secondary schools have faced period of little light because the government had not done justice in providing teachers workable platform to develop their potentials.

Analysis in table two sought extent to which professional development of teachers on methodology impacts teaching and learning. Findings reveal that to a high extent, years of experience was advantage to teachers in utilizing appropriate teaching methods and that to a high extent, teachers apply learner centered methods. These findings were in-line with Orji (2010) who noted that good experience makes a good teacher. This is connected to the fact that an experience teacher provides learning experiences that make learners active. Kanu (2010) on his findings maintained that with good methods, a teacher can drive home his instructions with less burden but warned that teachers should consider use of methods based on the age bracket of learners.

Analyses also show that to high extent, students' responds to learner centered methods and that little knowledge acquired by teachers on a workshop on methodology helps teacher do their job better. This finding did not differ with Anuna (2010) who confirmed that the best methods that may drive home learning in the most effective and practical manner is making learning child or learner centered. To Anuna (2010) and Onyemerekeya (2010), the child centered method include projects, group, individualized instructions, experiential learning among others. These methods are updated to teachers during workshops (Odeh et al, 2015).

It was also reveal that to a low extent, teachers do not often read to re-awaken their knowledge on methods. Darlin-Hammond et al (2017) defended teachers on this and argued that teachers were so much occupied with academic works involving students' records and organizing their notes, but requested that educational systems should provide means of relieving the overload works inherited by teachers as it would help them identify areas that improves their knowledge in education.

Analysis in table 3 sought extent to which professional development of teachers on evaluation impacts teaching and learning. Findings reveal that to a high extent, knowledge acquired during teacher training helps teachers do their job

better and that to a high extent, teachers' needs re-training to be more effective in use of evaluation.

On this note, Nkemakolam (2010) reported that most teachers who were ignorant of evaluation methods, concocted scores for students rather than follow due process of evaluation. He maintained that observed cases of teachers concocting scores was due to ignorance of evaluation methods and time to administer evaluation both in cognitive, affective and motor development. This, he insisted can be curbed when teachers meaningfully attend workshops.

However, findings also reveal that the respondents to a low extent admitted that low performance of teachers were as a result of lack of re-training exercise and that to a high extent, professional training made teachers conversant with summative and formative evaluation. Alabi (2011) supported this claim, but held that most teachers found in classroom nowadays were not product of education. Due to unemployment ravaging the economy, they saw teaching as their last resort. This therefore calls for periodically update of teachers' knowledge and this could be achieved through re-training exercise.

Analysis in table four sought extent to which professional development of teachers on classroom management impacts teaching and learning. Findings show that to a high extent discipline and democratic virtues had great impact on teaching and learning. Similarly, Anuna (2010) held that a democratic teacher is loved by his students and this adds more interest to teaching and learning. He reminded teacher educators that leadership virtues should be included in the training of teachers at their college level to help teachers identify with pupils and their needs during curriculum implementation.

Recommendations

Based on the findings, the researcher recommends the following;

1. Workshops organized for re-training exercise for teachers should be fully equipped with different instructional materials so that teachers get familiar with them and know their use in classroom.
2. Teachers should also be sensitized on best teaching methods to adopt during teaching and learning as this would make it easy for students to understand what was taught on daily basis.
3. Secondary school teachers should be encouraged not only to be conversant with evaluation strategies but their application in the three educational domains during and after teaching for the improvement of learning performance among students.
4. Due to innovations ongoing at the education industry, teachers should not depend on previous knowledge of classroom management during their professional training at the teacher training college days. Teachers should be updated on best classroom management practices to be adopted through

seminars, media that they may manage students and other resources in the classroom effectively.

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JOB SATISFACTION AS A DETERMINANT OF TEACHERS' COMMITMENT IN BASIC SCHOOLS IN ILORIN WEST LOCAL GOVERNMENT, KWARA STATE, NIGERIA

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Abstract

This study examined job satisfaction as a determinant of teachers' commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria. Four hypothesis were tested at 0.05 level of significance. The study adopted descriptive research design of survey type. Stratified sampling technique was used to draw 14(32.6%) upper basic schools and 22(33.3%) lower basic schools out of the 43 and 64 such schools respectively in the LGA. Ten teachers were randomly sampled from each of the 36 sampled schools; while the 14 principals, 42 vice principals, 22 head teachers and 36 assistant head teachers in the sampled schools were automatically sampled. This gave a total sample size of 474 respondents. Job Satisfaction Questionnaire (JSQ) and Teachers' Commitment Questionnaire (TCQ) were used to collect data for the study. The JSQ and TCQ were validated and tested for reliability. Reliability coefficients of 0.84 and 0.81 respectively were obtained. Pearson Product moment Correlation was used to analyse the data. The findings of the study revealed that there was a significant relationship between job satisfaction and teachers' commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria. Based on the findings, the study recommended that Kwara State Government should prioritize effective provision of motivation to basic school teachers to make them develop high sense of job satisfaction which would enhance high commitment to the job; and consequently, discharge their official duties in a way which would enhance students' academic performance.

Keywords: Job satisfaction; Salary, Promotion, Fringe Benefits and Teachers' commitment

Introduction

Education is an important weapon which every nation needs in order to gain competitive advantage over its colleagues across the universe. As a result of this, the Nigerian government needs to pay adequate attention to all the levels of education, especially the basic level which is the bedrock upon which all other levels are erected. As a way of paying adequate attention to education, government needs to adequately motivate basic school teachers, to make them develop high level of job satisfaction which would enhance their commitment to the job. When

teachers are not satisfied with their job, their morale and job commitment could be poor, haphazard job performance could set in; and hence, poor students' academic performance.

Based on the personal observation of the researcher and the information gathered from some basic school principals, vice principals, head teachers and teachers in Ilorin West Local Government Area, Kwara State, Nigeria many teachers at this level of education in the State are not satisfied with their job. This could be as a result of poor treatment which they are receiving from the state government. For instance, in Kwara State, public basic school teachers are owed backlog of salaries. This might be giving them a kind of psychological disturbance which could make them dissatisfied with their job. Also, all the public basic school teachers in the State who have been due for promotion since the year 2018 are yet to receive it. This is another scenario which could bring about job satisfaction. In addition, fringe benefits like health insurance scheme, festive packages, housing loans and a host of others which teachers consider as added advantage on the job are not forthcoming. This incident might also be killing the teachers' morale; and hence, dissatisfaction with the job.

According to Ogbu (2014), when teachers are not well motivated, they could be found in the state of having poor or lack of job satisfaction; a scenario which would make teachers decide not to dedicate their time to proper teaching of students nor prepare their lessons well enough to impart all necessary knowledge and skills using appropriate methods. Bello and Jakada (2017) opined that, like employees in other organisations, teachers also work so that they can be financially buoyant to satisfy their numerous needs and wants from the salary they receive. There is a need for government to ensure that a good salary package is provided for teachers, not only to attract them to the job but also enhance their commitment towards effective services delivery which would lead to actualisation of the goals of education.

In the opinion of Akande (2014), receiving a deserved promotion at the right time would help in increasing the commitment of teachers towards discharging their statutory duties in schools effectively. Similarly, Muheeb (2004) argued that, when teachers are deprived their promotions, they would not be happy and it might hinder commitment to the job. Taiwo (2000) asserted that, apart from timely and regular payment of salary and allowances, provision of fringe benefits are also important in enhancing teachers' job commitment. These include loans, health insurance scheme, leave bonus, retirement benefits and pension plans. From the foregoing discussions, it can be deduced that, job satisfaction is needed to enhance teachers' commitment. It is against this background that this study examined job satisfaction as a determinant of teachers' commitment in basic schools in Ilorin West Local Government, Kwara State.

Job satisfaction is highly needed to enhance teachers' job commitment. According to Austine (2000), job satisfaction means the extent to which an

employee's personal needs, both material and psychological are achieved while performing the task assigned to him or her. According to him, individuals commonly seek job satisfaction. Yousef (2008) stated that job satisfaction and employees' commitment are related. Employees with poor job satisfaction are likely to exhibit behaviours which are related to absenteeism, lateness, tardiness or thinking of leaving the organization completely. Evans (2005) identified factors such as teacher's poor salaries and low status, poor working environment and erratic changes in the educational system as factors responsible of teachers' dissatisfaction to the teaching environment.

Surbhi (2015) defined salary as a fixed amount of money paid to teachers on monthly basis for the services rendered towards the realisation of school goals. Muhammad-Rafiq (2012) observed that, salary is very important to teachers. As a result of this, teachers' salary needs to be paid at the right time, to enhance their commitment which is needed to actualise the sated goals. Adair (2009) stated that in educational institution, promotion serves as a strategy for boosting employees' morale, enhance their commitment and consequently affect students' academic performance positively. In addition, Tuwei, Matelong, Boit and Tallam (2013) stated that, teachers tend to be more committed and dedicated to their job when there is certainty that they would be promoted timely. Contrarily, if they are not promoted in due course, it might hinder their job commitment. Clement (2008) explained that, fringe benefits mean compensation such as housing loan, medical insurance scheme and car loan and the likes made available for the employees by the employers, in addition to their salaries, to enhance their job commitment. Olabanjo (2001) opined that, adequate provision of fringe benefits such as housing scheme loans, car loans, subsidization of the health services and in-service training would also help in enhancing teachers' commitment to the job.

Newstrom and Davies (2002) elucidated that job commitment is the extent to which a worker passionately enjoys his membership in an organisation and readiness to actively participating in realisation of the goals. Job commitment means a situation where by an employee gives all of himself to an organisation while at work. Every organisation has some goals to achieve and for these goals to be successfully achieved, workers must be committed. Crosswell (2006) defined commitment as a high level of attachment to an organisation. It is one of the major professional characteristics of teachers which determine the school success. Job commitment means emotional status of the teachers which determines how they identify with the schools in which they teach.

Oladejo and Abdul Salam (2010) stated that lesson note is a step-by-step schedule of the series of activities which a teacher intends to embark upon during a particular lesson. It entails the general information (that is, the subject, the topic and the class to teach, time to spend for teaching, duration of the lesson, method and instructional materials, and the likes), instructional and behavioural objectives, main body of lesson note which has to do with lesson presentation, evaluation,

conclusion and assignment. Sinclair (2007) viewed lesson note as a comprehensive description of the course of instruction or learning activities for a particular lesson. Lesson note is prepared by the teacher to give him sense of direction during the course of imparting knowledge to the students. Agina-Obu(2005) opined that, instructional materials mean concrete or physical objects which provide sound, visual or both to the sense organs to enhance effective teaching and learning process. Isola (2010) elucidated that, instructional materials as the objects or devices which help the teacher impart knowledge to learners in a clearer way which would lead to effective learning. Taylor (2006) defined assessment as evaluating, measuring, and documenting the learning progress and skills acquisition of the students. The purpose of assessing the students is to ensure whether or not the predetermined objective(s) have been achieved. Obalowu (2009) asserted that assessment is used to ascertain the level at which the goal of a particular classroom teaching has been achieved. It is also used to determine the strengths and weaknesses of the students during learning process. David (2008) explained that teaching is an interaction which occurs between the teacher and the students within the four walls of the classroom. Teaching involves making students acquire knowledge and skills which are hitherto considered unknown to them. Dibia (2008) opined that teaching is the process of imparting knowledge to the learners by the teacher. It involves passing information across to the learners for the horizon of their knowledge to increase. In schools, teaching could take place inside the classroom or in some places outside the classroom such as laboratories, fields, library, religious edifices and the likes.

The purpose of this study was to examine the relationship between job satisfaction and teachers' commitment; salary and teachers' job commitment; promotion and teachers' job commitment; and fringe benefits and teachers' job commitment all in the basic schools in Ilorin West Local Government, Kwara State, Nigeria.

Hypotheses

- H01:** Job satisfaction has no significant relationship with teachers' commitment basic schools in Ilorin West Local Government, Kwara State, Nigeria.
- H02:** Salary has no significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria.
- H03:** Promotion has no significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria.
- H04:** Fringe benefits have no significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria.

Method

The study examined job satisfaction as a determinant of teachers' commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria. The scope of the study was limited to the public basic schools (that is, pre-basic to basic 9). The study adopted descriptive research design of survey type. The population of the study was 5,425 respondents comprising all the 3,041 teachers, 64 head teachers and 163 assistant head teachers in all the 64 public lower basic schools and 1,985 teachers, 43 principals and 129 vice principals in the entire 43 public upper basic schools in the Local Government Area (LGA). The sample consisted of 474 respondents made up of 360 teachers, 14 principals, 42 vice principals, 22 head teachers and 36 assistant head teachers in the 14 upper and 22 lower basic schools in the LGA.

Stratified sampling technique was used to group the basic schools in the LGA into upper and lower (that is, pre-basic to basic six and basic seven to basic nine). Simple random sampling technique was used to draw 14 (32.6%) upper basic schools and 22 (33.3%) lower basic schools out of the 43 upper and 64 lower schools respectively in LGA. Ten teachers were randomly selected from each sampled school while the principal, vice principals, head teachers and assistant head teachers of the sampled schools were automatically sampled. This resulted to a total of 474 respondents.

Two researcher-designed questionnaires entitled Job Satisfaction Questionnaire (JSQ) and Teachers' Commitment Questionnaire (TCQ) respectively were used to collect data for the study. The JSQ was used to collect information from teachers on how they were satisfied with their job in the areas of salary, promotion and fringe benefits paid to them by their employer, while TCQ was used to elicit information from Principals, Vice Principals, Head Teachers and Assistant Head Teachers on how teachers in their respective schools were committed to teaching, utilisation of instructional materials, learners' assessment and preparation of lesson plan. The JSQ and TCQ were validated by experts and their reliability was ascertained. The reliability coefficients of 0.84 and 0.81 were obtained for the two instruments respectively. Out of the 474 copies of each of the instrument administered 460 representing 97.05% were successfully completed and returned and were used for data analysis. Pearson Product-Moment Correlation Statistic was used to test the hypotheses at 0.05 level of significance. Each hypothesis would be rejected if the p-value is less than the significant level (0.05) but accepted if the p-value is greater than the significant level.

Result

H₀₁: Job satisfaction has no significant relationship with teachers' commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria

Table 1: Job Satisfaction and Teachers' Commitment

Variable	N	\bar{X}	SD	p-value	Decision
Job Satisfaction	460	2.53	0.57	0.020	Ho Rejected
Teachers' Commitment		2.75	0.64		

p-value<0.05

Table 1 shows that the p-value (0.020) is less than the level of significance (0.05). Hence, hypothesis one is rejected. This shows that job satisfaction has significant relationship with teachers' commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria.

Ho₂: Salary has no significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria

Table 2: Salary and Teachers' Job Commitment

Variable	N	\bar{X}	SD	p-value	Decision
Salary	460	2.65	0.55	0.040	Ho ₂ Rejected
Teachers' Job Commitment		2.75	0.64		

p-value<0.05

Table 2 shows the p-value (0.040) is less than the level of significance (0.05). Hence, hypothesis two is rejected. This shows that salary has significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria.

Ho₃: Promotion has no significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria

Table 3: Promotion and Teachers' Job Commitment

Variable	N	\bar{X}	SD	p-value	Decision
Promotion	460	2.59	0.68	0.026	Ho ₃ Rejected
Teachers' Job Commitment		2.75	0.64		

p-value<0.05

Table 3 shows the p-value (0.026) is less than the significance level (0.05). Hence, hypothesis three (H₀₃) is rejected. This shows that promotion has significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria.

H₀₄: Fringe benefits have no significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State, Nigeria

Table 4: Fringe benefits and Teachers' Job Commitment

Variable	N	\bar{X}	SD	p-value	Decision
Fringe benefits	460	2.34	0.47	0.013	Ho ₄ Rejected
Teachers' Job Commitment		2.75	0.64		

p-value < 0.05

Table 4 shows the p-value (0.013) is less than the level of significance (0.05). Hence, hypothesis four is rejected. This shows that fringe benefits have significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State.

Discussions

The finding of main hypothesis revealed that there was a significant relationship between job satisfaction and teachers' commitment in basic schools in Ilorin West Local Government, Kwara State. This implies that, if teachers' are well satisfied with their job, it would enhance their high level of commitment needed to discharge their statutory duties effectively and reverse is the case. This finding agrees with the view of Ubom (2004) that, Nigerian government always demands a very high measure of commitment from public basic and secondary school teachers. The authors argued that unless teachers are well motivated to develop high level of satisfaction, realising this could be a mirage.

The finding of hypothesis one revealed that there was a significant relationship between salary and teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State. This means that, if salary is timely and adequately paid to basic school teachers, they would be happy and financially buoyant to take care of their families; and consequently their job commitment could be enhanced. This finding corroborates the view of Agburu (2012) that, salary is very important to teachers and there is need for government to timely and

adequately pay it. Adequate and timely payment of salaries could boost teachers' morale thereby harnessing their effective job commitment.

The finding of hypothesis two revealed that there was a significant relationship between promotion and teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State. This shows that, promotion would increase monthly take home, other allowances and status of teachers; hence, their commitment to the job will be harnessed. This finding is in consonance with the view of Danish (2010) that, teachers are the most significant of all the resources in school schools. As a result of this, they should be given promotion at the right time to make them progress professionally, in order for the government to achieve their sincere commitment to the job.

The finding of hypothesis three revealed that there was a significant relationship between fringe benefits and teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State. The implication of this finding is that, fringe benefits also serve as a tool which government can use to achieve teachers' job commitment. Apart from salary and promotion, if government keys into periodic and constant provision of fringe benefits to teachers, their effective job commitment could be actualised. This finding is in tandem with the view of Uzonna (2013) that when it comes to actualisation of employees' job commitment in an organisation, fringe benefits such as health insurance scheme, leave bonus, loans and a host of other play significant role.

Conclusion

Based on the findings of the study, it was concluded that, if teachers are well satisfied with their job, it would help a lot in enhancing their commitment to the job in the areas of classroom teaching, use of instructional materials, students' assessment and lesson plan preparation. Specifically, adequately and timely payment of salary would assist in enhancing teachers' job commitment, timely promotion would enthuse teachers to show great commitment to their job and periodic and regular provision of fringe benefits to teachers is a key factor which would help in harnessing their job commitment.

Recommendations

Based on the findings of the study, it was recommended that:

1. Kwara State Government should prioritise effective provision of motivation to basic school teachers to make them develop high sense of job satisfaction which would enhance high commitment to the job; and consequently, discharge their official duties in a way which would enhance students' academic performance;

2. Government should always make adequate and timely payment of teachers' salary a necessity, to make them financially active to take care of themselves and their families; hence, enhancement of their commitment;
3. Promotion of teachers with financial implications should be done at the right time, to motivate them towards the discharge of their statutory duties with high level of commitment; and
4. Fringe benefits such as housing scheme loan, health insurance scheme, car loans, transportation scheme and others should be made available for teachers, to facilitate actualisation of their commitment needed to achieve the school goals.

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AN INVESTIGATION OF SCHOOL CLIMATE IN PRIVATE AND PUBLIC SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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Abstract

Creating and sustaining positive school climate has become a vital factor in modern school management. This is because positive school climate has been found to be an essential ingredient of school effectiveness. This study was driven by the assumption that private schools in Delta state are better managed than the public secondary schools. This assumption could be attributed to many factors, one being the management proficiency in creating positive school climate in these schools. The study was therefore set to examine the difference in school climate of the private and public secondary schools in Delta state, Nigeria. Two hypotheses were tested. The descriptive survey research design was adopted for the study with the population comprising all the teachers in private and public secondary schools in Delta state. The multi-stage sampling procedure involving the cluster, stratified and simple random sampling techniques were adopted and 1,200 teachers were sampled from 679 secondary schools (328 private and 351 public). Data were collected through an instrument titled School Climate Description Questionnaire adapted from John and Taylor (2005). Analysis of the data collected involved the use of the "Statistical Package for Social Sciences (SPSS) version 20. Test of hypotheses involved the use of t-test at 0.05 level of significance. The study found that teachers' social interactions significantly differ in private and public schools. It also showed a significant difference in principals' personal involvement and interaction with teachers in private and public secondary schools. Consequently, it was recommended that School principals should develop an open climate characterised by a high degree of trust as well as low disengagement, and that Principals should enhance their personal commitment and interaction expressed through regular effective meetings with staff to discuss progress and problems of students.

Key words: School, Private, Public, Climate.

Introduction

The creation, development and sustenance of positive school climate and conducive learning environment are areas of importance in school management. Educational managers must understand that a positive learning environment

provides a healthy soil for students to flourish. It enhances the right attitudes, feelings and values as well as builds positive interpersonal relationships. Olaniyonu (1999), states that the learning experiences of students are better expressed within the facilities available. Positive school climate enhances the recognition of the needs and successes of individuals within the organisation. According to Templar (2005), creating a good atmosphere is not only easy but also essential because, if members of staff are sullen, despondent, depressed and surly, their productivity becomes negatively affected.

School climate reflects the physical and psychological aspects that are more susceptible to change and provide the preconditions necessary for effective teaching and learning. School climate as described by Hoy & Miskel (2007), refers to teachers' perceptions of the general work environment of the school; the formal organisation; informal organisation; personalities of participants, and organisational leadership influence. It is the sum of values, culture, safety practices and organisational structures within a school that cause it to function and react in particular ways. It encompasses the school's physical attributes as well as levels of order, satisfaction and productivity. Halpin and Croft as cited in Hoy and Miskel, (2007) identified four types of school climates namely:

- (i) **The Open Climate:** This is described as having a high degree of trust, esprit de corp and low disengagement. It is a situation where the principal and the teachers are all committed to their jobs. The principal leads by example and the teachers carry out their duties without so much supervision or rules and regulations.
- (ii) **The Closed Climate:** Here the trust and espritde corp are low and disengagement is high. The principal stresses routine, has no respect for the teachers, the teachers' response is minimal with little commitment to their job.
- (iii) **The Engaged Climate:** This is described as a situation where the principal is ineffective in his or her control of the staff who are highly competent. The principal is rigid, but the teachers ignore his or her behaviour and conduct themselves as professionals. They enjoy their work and respect the competence of their colleagues.
- (iv) **The Disengaged Climate:** Here the principal's behaviour is open, concerned and supportive. He or she listens to teachers and gives them freedom to operate on their professional knowledge, while teachers do not like the principal, and even each other and are uncommitted.

A school with positive climate is one that has effective strategies in place to support students' learning at all levels. The students' needs drive the range and intensity of interventions and strategies. Brooks (2005) notes that cordial relationship between teachers and students as well teachers and principals is one of the factors

involved in creating a positive school climate. Deci and Chandler cited in Brooks, (2005) describe a positive school climate as one that uses as little control as possible. It encourages students to think through their own problems rather than feeding them solutions. It permits them to try out their own plans and ideas and allows them to work at their own speed. The new paradigm of management emphasizes an environment in which growth and empowerment of the individuals in an organisation are the keys to success. It is therefore imperative that educational leaders learn to build the appropriate school climate that maximizes human potentials.

In this regard, the conduciveness of the learning environment is also germane. To achieve effective learning in a school, the environment needs to be conducive to learning. This is because it is very difficult for any meaningful learning to take place in an environment that is not conducive. Hutchinson (2003) contends that room temperature, comfort of seating, background noise and visual distractions are all environmental factors that can affect concentration. Conducive learning environment could be allowing students space and time to interact within the learning and teaching process, creating and maintaining stimulating learning environment through effective classroom organisation. Castaldi, cited in Aigboje, (2007) posits that conducive learning environment entails the provision of educational facilities which enable a skillful teacher to achieve a required level of instructional effectiveness. Hellriegel and Slocum cited in Peretomode, (1991) describe organisational climate as a set of attributes that can be perceived about an organisation and its units which may be described by the practices, processes and ways of dealing with members of the unit and its environment. According to Girman (2001), school climate conducive to learning is one which is supportive of the learning process: as a purposeful, orderly and cooperative environment. Girman further asserts that it is difficult to escape the conviction that order, sense of purpose, relative quietness and pleasure in learning play a role in the achievement of school effectiveness. In the same vein, Babalola and Ayeni (2004) posit that creating an environment that will attract future leaders is vital to any organisation saying that leaders must be active and generate activities that are productive and encourage, create and command changes in the organisation, they must create a climate in which potential leaders will thrive. Thus positive school climate is an essential ingredient for school effectiveness.

School climate has been found to be a germane factor of effective school management. With the general assumption that private schools are better managed than public schools, this study was set to compare the school climate of private and public secondary schools in Delta state, Nigeria. Specifically the study focused on ascertaining the difference in teachers' social interaction as wells as principals' personal involvement and interaction with teachers in Delta State private and public secondary schools.

Research Questions

The following questions guided the study:

1. To what extent do teachers' social interactions differ in private and public secondary schools in Delta State?
2. What is the difference in personal involvement and interaction with teachers in private and public secondary schools in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Teachers' social interactions do not differ significantly in private and public secondary schools in Delta State.
2. There is no significant difference in principals' personal involvement and interaction with teachers in Delta State private and public secondary schools in Delta State.

Method

The descriptive survey was adopted for this study. The School Climate Description Questionnaire developed by John and Taylor (2005) was adapted for collection of data for the study. The population of the study comprised all the teachers from 328 and 351 private and public secondary school in Delta State, Nigeria. The sample was made up of 1,200 teachers while the multi-stage procedure involving (the cluster, stratified and simple random sampling techniques) was adopted for the study.

Test of Hypotheses

H₀₁: Teachers' social interactions do not differ in private and public secondary schools in Delta State.

Table 1: Difference in Teachers' Social Interactions in Private and Public Secondary Schools.

Variables School type	Teachers' Social Interactions				t-cal.	t-crit.	P	Remark
	N	Mean	SD	df				
Private	520	31.32	4.28	1110	5.29	1.65	0.05	significant
Public	592	29.81	5.22					

P = Probability Level

Data analysis in Table 1 indicate that the private school teachers' responses on their social interactions with a mean score of 31.32 as higher than that of public school teachers' responses with a mean score of 29.81. Further statistical analysis reveal that the calculated t value of 5.29 is greater than the critical t value of 1.65 at 0.05 level of significance. Thus, the hypothesis stated is rejected which implies that teachers' social interactions differ significantly in private and public secondary schools in Delta State.

H0₂: There is no significant difference in principals' personal involvement and interaction with teachers in Delta State private and public secondary schools.

Table 2: Difference in Principals' Personal Involvement and Interaction with Teachers in Private and Public Secondary Schools

Variable School Type	Principals' Personal Involvement and Interaction with Teachers						
	N	Mean	SD	df	t-cal.	t-crit.	P Remark
Private	520	6.26	2.76	1110	6.911	650.05	significant
Public	592	14.9	73.40				

P = Probability Level

Information in Table 2 shows that principals' personal involvement and interaction with teachers are higher in private secondary schools with a mean score of 6.26 than that of public secondary schools with a mean score of 4.97. Also the calculated t value of 6.9 is greater than the critical t value of 1.65 at 5% level of significance.. Thus, a significant difference exists in Delta State private and public secondary schools in terms of principals' personal involvement and interaction with teachers. The null hypothesis stated is therefore rejected.

Discussion of Findings

The result of the analysis of Hypothesis one shows a difference in teachers' social interactions with the mean scores (31.32 for private and 29.81 for public schools). This result could be a reflection of the closed climate in the public schools where school principals on one hand are not committed to their responsibilities, and do not see the need to create positive climate for the schools to thrive. Teachers on the other hand respond minimally to their job. Obasanmi and Obasanmi (2012) in a study set to determine the most important characteristic/indicator of school effectiveness discovered that out of the eight indicators examined, creation of positive climate ranked the highest. John and Taylor (2005), working on leadership style, school climate and institutional commitment of teachers, discovered that positive school climate makes it possible for teachers to feel socially and

professionally engaged in school life. This combination of principal's support and teachers' engagement, they say, creates an open climate characterized by mutual respect, principal-teacher goal congruence, professional exchange of ideas, participative decision making and teacher input in programme planning. As a result of this enabling climate, teachers may experience fulfillment and develop a high level of commitment to the school.

Positive school climate helps to maximize both teachers' and students' potentials, thus both private and public school principals need to always pay adequate attention to the creation of positive climate. This is because school climate is the heart and soul of a school since the teaching and learning situation in a school seem to be a function of the atmosphere of the school. Unfortunately, Nwagbara (2002), points out that on the average, in Nigeria, the learning environment is far from being conducive or supportive. Where appropriate instructional materials are not available, teachers sacrifice good teaching for speedy coverage of the curriculum. In schools with positive climate, teachers are more likely to cooperate with one another as they work together to have higher morale and enjoy sense of belonging and task achievement. Here, interactions between teachers and students are higher and students are not likely to feel alienated. Ashton and Webb (1996) in a study found that a supportive school climate was one important contribution to teachers' sense of efficacy. It was noted that students of more efficacious teachers were more enthusiastic and more likely to initiate interactions with teachers and also scored higher. In this study, effectiveness was defined as higher scores in national examinations, better behaviour and better attendance. In the more effective schools, teachers worked harder and had better attitudes toward learning, spent more time in actual teaching, relied more heavily on praising students and were better able to involve students as active learners.

The result of the analysis of hypothesis two reveal that principals' personal involvement and interaction with teachers are lower in Delta State public secondary schools than in the private secondary schools. This shows that public schools principals do not demonstrate adequate commitment to the creation of positive school climate unlike their counterparts in the private schools. Many of the public schools principals remain in the attitude of seeing some teachers both as colleagues and friends while some other are seen as just colleagues. They fail to realize that they should treat all the teachers as subordinates and as such take the responsibility of creating supportive and enabling environment for all to thrive. Phillip and Glickman as cited in Sindhvad, (2009) assert that teachers who work in stimulating and supportive environments usually reach higher stages of professional development. Similarly, Blasé and Blasé (98) in a study, suggested that the principal as the leader of a learning community, must be one that facilitates staff and students' learning through interpersonal relationships. They further posited that good interpersonal relationship as a management practice contributes

to the development of a strong sense of belonging and ownership in both teachers and students as well as members of the community. Thus principals' personal commitment and interaction expressed through regular effective meetings with staff to discuss progress and problems of students, supportive communication to assist teachers' effectiveness, effective stakeholders' relationship and external relation management of immediate community as well as regulatory bodies definitely enhances positive school climate. This finding agrees with that of Eshiet (2005), which revealed private school teachers experience cordial relationship with their principals and are involved in decision making and as such, their morale and commitment to organizational goals and objectives are increased and in turn organizational effectiveness is achieved. A school principal therefore, is expected to develop an open climate which is characterized by a high degree of trust and esprit as well as low disengagement. This is a situation where the principal and the teachers are all committed to their job. The principal leads by example and the teachers carry out their duties without so much supervision or rules and regulations.

Recommendation

Consequent upon the findings of the study, it was recommended that:

1. School principals should develop an open climate which is characterised by a high degree of trust and esprit as well as low disengagement, as this may create congenial atmosphere that could make it possible for teachers to feel socially and professionally engaged in school life.
2. Principals should enhance their personal commitment and interaction expressed through regular effective meetings with staff to discuss progress and problems of students.

Conclusion

Positive school climate is an essential index for school effectiveness since it enables both teachers and students to develop high morale which in turn results in teachers' high task performance and high students' academic performance. School managers therefore, must create positive school climate to ensure school effectiveness.

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STUDENT ENROLMENT, GLOBAL UTILISATION RATE AND ACADEMIC PERFORMANCE IN PUBLIC TERTIARY INSTITUTIONS IN LAGOS STATE, NIGERIA

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Abstract

The study examined student enrolment and global utilisation rate in public tertiary institutions in Lagos State and their influence on students' academic performance. The study's anchored on correlation and descriptive research designs. The population was the seven conventional public tertiary institutions and the sample of the study consisted of six institutions. The multistage sampling procedure was used to sample Departments from each sampled public tertiary institution. Four instruments were used to collect data. Their validity were ascertained. Their reliability coefficients were not sought since data collected already existed in the tertiary institutions and cannot be manipulated. Three hypotheses were tested using Pearson's Product-Moment Correlation and Regression model at 0.05 level of significance. Some of the findings were that a significant negative relationship exists between class size and students' academic performance in public tertiary institutions in Lagos State ($r=-0.302$); and no significant relationship exists between global utilisation rate and students' academic performance in public tertiary institutions in Lagos State ($r=-0.047$). The study concluded that class size (student enrolment) is a notable determinant of students' academic performance in public tertiary institutions in Lagos State while global utilisation rate (time and space utilisation rate) is not. Based on the findings the study, therefore, recommended that the management of the institutions, through the quality assurance process, should ensure that lecturers and students manage the stipulated lecture hours on the timetable for effective teaching and learning. This would eliminate or reduce instructional time loss on the part of students and lecturers.

Key words: Student Enrolment, Global Utilisation Rate, Academic Performance, Public Tertiary Institutions

Introduction

Academic performance is the outcome of education, that is, the extent to which a student, teacher and an institution have achieved their educational goals. It is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are more important. Academic performance, according to Adu, Ojelabi and Adeyanju (2009) can

simply be viewed as an outcome of all academic tasks or rigours of a person which could be poorly or successfully stated. As noted by Ijaduola cited in Akinyemi (2020), academic performance cannot be gingered in students if they are discouraged. Teachers are expected to meaningfully contribute to student's academic performance. A weighty academic performance of a student is sometimes attributed to higher teachers' efficiency.

In Nigeria, public discussions frequently focus on educational standards by virtue of the interest and concern on the annual turnout of Nigerian graduates of tertiary institutions. To the public, tertiary institution student outcomes do not seem to match the government and parental investment. This observed situation looks worsened by the notion that student enrolment increases without commensurate expansion of schools or provision of adequate facilities in schools (Asiyai, 2012). Yet, the concern for quality of higher education is on the rise in the country, just as higher education institutions have been playing the major role of acquiring and transmitting knowledge. In the same vein, the demand for higher education has risen sharply with the number of potential tertiary institution students increasing six-fold in the last 40 years (United Nations Educational Scientific and Cultural Organisation, (UNESCO), 2011).

Meanwhile, quality education is a function of the availability and utilisation of input resources including the teachers and in consonance with the axiom that no education system can rise above the quality of its teachers. Yet, the quality of education could be measured in terms of quality input, quality content, quality process and quality output (Oladipo, Adeosun & Ori, 2008). The teachers, as one of the input resources, are part of the determinants of quality in education; they constitute a major drive in the production process and in the determination of the output.

As enrolment in schools increases globally on a daily basis, the available resources become over-stretched. And, the nature, sources, availability and utilisation of both the human and physical resources determinethe efficiency of the school system (Nwankwo in Ayodele & Abiodun-Oyebanji, 2007). According to Abdul kareem (2003), lecturers inrequired quantity and quality, as well as facilities for lecturers and students in adequate number, must be made available for use to ensure school success. Moreover, infrastructure poverty has been found to culminate in progressive and consistent deterioration in performance of both lecturers and students (Bookcocks, Adeyoju & Araromi, in Ayodele & Abiodun-Oyebanji, 2007).

Still, enrolment patterns remain the most convenient indicator of educational growth. Across the globe, trends in education have reflected significant increase in students' enrolment (Ademola, Ogundipe, & Babatunde, 2014). This is evident in Nigeria with an upward trend in school enrolment at all levels of education after the civil war in 1970. However, according to Daniel(2003), Nigeria is among the countries that fall within the serious risk of not reaching the goals of

Education for All (EFA) with a net enrolment ratio of less than 80%. Nigeria, like most of the developed and developing countries across the globe, has adopted and implemented to a large extent the Education For All (EFA) policy of the United Nations (UN) which has in no small measure resulted in increased student population at all levels of education. The increased number in enrolment has, however, led to other educational challenges which piqued the interest of educational planners, particularly when this increased number is juxtaposed with students' academic performance (Ikolo, 2011).

Ikolo discovered that there is a tremendous increase in the enrolment of students and in the average size of classrooms in both secondary schools and tertiary institutions in Lagos State. Though, open enrolment in schools is laudable, the deficiency seems to be in the corresponding provision of adequate infrastructures, lecture rooms, academic staff, and befitting structures. Seats and desks which are basic classroom requirements are insufficient and in some schools, students are sitting on ransacked furniture and some even stand at the back of the class to receive lectures (Oyeniran, 2014). The size of the classes has thus become increasingly unmanageable, leaving the teachers with the impossible task of giving individual attention to the learner's needs. The lecturers' eye contact with the students in class becomes so dissipated that a number of poorly motivated students can form small committees at the back of the class to engage in non-school discussion, while the lecturer is busy teaching. Continuous assessments could therefore be dreaded by lecturers when they consider the staggering number of scripts to be marked and recorded.

Council for Educational Facility Planners (1976), UNESCO (1984; 1985) and the British Department of Education and Science (BDES, 1992) list timetabling and space allocation, educational structure, content and methods of delivery, educational programme being offered and student enrolment as major factors that influence teaching space utilisation in institutions. UNESCO (1985) report further stated that educational policies on funding, provision of infrastructure like teaching space, hiring and maintenance of human resources, norm on students to lecturer ratio and accepted ergonomic standards also influence space utilisation but classified these as non-academic factors (Quansah, 2015). Rogers as cited by Quansah (2015) argues that both academic and non-academic factors do influence time and space utilisation rates, whose product is the Global Utilisation Rate.

A keen observation by the researchers shows that public tertiary institutions, particularly in Lagos State are fast becoming institutions of preference and seem to remain largely populated. This implies that enrolment may continue rising geometrically in public tertiary institutions in the State leading to overstretching of the available teaching facilities. The situation could have a lot of implications for the students on their academic

performance, a matter that readily and regularly requires the attention of educational planners and researchers.

The purpose of the study was to find out the degree of student enrolment and global utilisation rate in public tertiary institutions in Lagos State and their influence on students' academic performance.

The specific purpose of this study is to: examine the relationship between class size and students' academic performance in public tertiary institutions in Lagos State; investigate the relationship between global utilisation rate and students' academic performance in public tertiary institutions in Lagos State; and examine the relationship between class size, global utilisation rate and students' academic performance in public tertiary institutions in Lagos State.

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- H₀₁:** There is no significant relationship between class size and students' academic performance in public tertiary institutions in Lagos State.
- H₀₂:** There is no significant relationship between global utilisation rate and students' academic performance in public tertiary institutions in Lagos State.
- H₀₃:** There is no significant relationship between class size, global utilisation rate and students' academic performance in public tertiary institutions in Lagos State.

Method

Two designs were used for the study namely correlational and descriptive research. This is because on one part, the study examined the nature of relationship between student enrolment, global utilisation rate and students' academic performance in public tertiary institutions in Lagos State. On the second hand, the study made a description of the existing situation regarding the state of utilisation of teaching resources in terms of time and space utilisation rates technically called global utilisation rates to engender the students' academic performance in public tertiary institutions in Lagos State. The study is also an *ex-post facto* research having made use of already existing data to determine the after-the-effect of the independent variables on the dependent variable.

The population of the study comprised all the seven conventional public tertiary institutions in Lagos State and their academic staff and students. The institutions are: University of Lagos, Akoka-Yaba, Lagos State University, Ojo, Yaba College of Technology, Akoka-Yaba, Lagos State Polytechnic, Ikorodu, Adeniran Ogunsanya College of Education, Oto-Ijanikin, Federal College of Education (Technical), Akoka-Yaba and Michael Otedola College of Primary Education, Noforija-Epe.

The sample of the study consisted of six institutions that were drawn from the seven public tertiary institutions in Lagos State. Thus, one Federal and one State Government owned tertiary institution in each category of tertiary institutions were sampled. The simple random sampling technique was used to sample one state owned College of Education. Thus, Adeniran Ogunsanya College of Education, Oto-Ijanikin was sampled. Hence, all the public tertiary institutions except Michael Otedola College of Primary Education, Noforija-Epe constituted the study sample. The multistage sampling procedure was used to sample Departments from each sampled public tertiary institution. A disproportionate stratified sampling technique was used to sample four Faculties/Colleges/Schools from each sampled institution and, in each sampled Faculty/College/School, three Departments were sampled using simple random sampling technique. This gave a total of 12 Departments for each sampled institution.

Four different Records Observation Formats labelled I, II, III and IV were used to collect data from the sampled tertiary institutions. Records Observation Format I was used to collect number of registered students for the stipulated academic years which represented class size; Format II for Students results of 2007/2008 to 2016/2017 academic session, which represented students' academic performance; Format III contain items on the Designed capacity of the teaching spaces which was also used to collect information on theoretical capacity of the room (that is, average number of seats in the classroom); and Format IV was used to collect information on theoretical number of hours (that is, the official number of hours in which a classroom is put into use).

Data collected were analysed using Pearson's Product-Moment Correlation and Regression model. Hypotheses I and II were tested using Pearson's Product-Moment Correlation (PPMC) Analysis. Regression model was used to test hypothesis III, since it is meant to measure the relationship between the dependent variable and independent variables. All the hypotheses were tested at 0.05 level of significance with the aid of Statistical Package for Social Sciences (SPSS) 20.0 version.

Results

Hypothesis One

There is no significant relationship between class size and students' academic performance in public tertiary institutions in Lagos State.

Table 1: Relationship between Class Size and Students' Academic Performance in Public Tertiary Institutions in Lagos State

		Class Size	Students' academic performance
Class Size	Pearson's Correlation	1	-0.302*
	Sig. (2-tailed)		0.019
	N	60	60
Students' academic performance	Pearson Correlation	-0.302*	1
	Sig. (2-tailed)	0.019	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

The result of the test performed indicates that there is a low, negative and significant relationship between class size and students' academic performance in public tertiary institutions in Lagos State ($r = -0.302$, $N = 60$, $P < 0.05$). This implies that the hypothesis which state that class size has no significant relationship with the students' academic performance in public tertiary institutions in Lagos State is rejected. The implication of this is that class size has to do with academic performance of students though inversely. Hence, class size does influence academic performance of the students albeit in a reverse order.

Hypothesis Two

There is no significant relationship between global utilisation rate and students' academic performance in public tertiary institutions in Lagos State.

Table 2: Relationship between Global Utilisation Rate and Students' Academic Performance in Public Tertiary Institutions in Lagos State

		Global Utilisation Rate	Students' academic performance
Global Utilisation Rate	Pearson Correlation	1	-0.047
	Sig. (2-tailed)		0.958
	N	92	60
Students' academic performance	Pearson Correlation	-0.047	1
	Sig. (2-tailed)	0.958	
	N	60	60

Results on Table 2 show that there is a negative negligible and insignificant relationship between global utilisation rate and students' academic performance in public tertiary institutions in Lagos State. Therefore, the hypothesis is not rejected ($r = -0.047$, $P > 0.05$). This implies that global utilisation rate has little or nothing

to do with students' academic performance. Global utilisation rate does not influence academic performance of the students.

Hypothesis Three

There is no significant relationship between class size, global utilisation rate and students' academic performance in public tertiary institutions in Lagos State.

Table 3: Summary of Analysis of Variance and Multiple Regression Analysis of Combined class size, global utilisation rate, and students' academic performance in public tertiary institutions in Lagos State

Table 3.1: Model Summary of Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.302 ^a	0.091	0.059	262.00378	0.091	2.863	2	57	0.065

a. Predictors: (Constant), Global Utilisation Rate, Class Size

Table 3.2: ANOVA of Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	392999.204	2	196499.602	2.863	0.065 ^b
	Residual	3912821.025	57	68645.983		
	Total	4305820.229	59			

a. Dependent Variable: Students Academic Performance Overall

b. Predictors: (Constant), Global Utilisation Rate, Class Size

Table 3.3: Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	481.191	77.665		6.196	0.000		
	Class Size	-0.424	0.177	-0.302	-2.392	0.020	0.998	1.002
	Global Utilisation Rate	1.489	39.350	0.005	0.038	0.970	0.998	1.002

a. Dependent Variable: Students Academic Performance Overall

Table 3.1, 3.2, and 3.3 are the results of multiple regression that were calculated to predict students' academic performance based on class size and global utilisation rate. A non-significant regression coefficient was found ($F_{(2, 57)} = 2.863$, $R^2 = 0.091$, $P > 0.05$). This implies that 9.1% of variation in students' academic performance is a result of class size and global utilisation rate. Furthermore, from Table 3.3, the beta weight value -0.302 under the standardized coefficients shows that class size

is the highest contributor to change in the dependent variable (students' academic performance) in public tertiary institutions in Lagos State, Nigeria with ($\beta = -0.424, P = 0.020 < 0.05$), while global utilisation rate contributes ($\beta = 1.489, P = 0.970 > 0.05, 1.489$ which is not statistically significant). These results did not reject the null hypothesis that states there is no significant relationship between class size, global utilisation rate and students' academic performance in public tertiary institutions in Lagos State. With these results, it was concluded that class size serves as a predictor of students' academic performance than global utilisation rate in public tertiary institutions in Lagos State, Nigeria.

Discussion

The study showed that there is a significant low and negative relationship between class size and students' academic performance in public tertiary institutions in Lagos State. The result is in line with Keil and Partell (2009) who found out that increasing class size has a negative effect on students' achievement, that is, it lowers students' achievement. This finding is also in line with Oderinde (2003) who discovered that the classrooms in schools are often few for the large number of students in a class thereby affecting their achievement level. The finding also corroborates Alebiosu (2000) who found out that students in small classes consistently make significant achievement gains than their counterparts in large classes. The result is also consistent with the finding of Adeyemi (2008) who discovered that class size is significantly related with output from secondary schools in Ekiti State. Similarly, Fabunmi, BraiAbu and Adeniyi (2007) findings revealed that class size significantly determined students' academic performance. This implies that the size of the class is a predictor and has an influence on the academic performance of the students.

The study further discovered that there is no significant relationship between global utilisation rate and students' academic performance in public tertiary institutions in Lagos State. Global utilisation rate which is the product of time and space utilisation rates, is the number of places available in the classroom and theoretical number of hours of use per-week. The finding is in agreement with the opinion of Fabunmi, BraiAbu and Adeniyi (2007) who pointed out that classroom congestion and low utilization rate of classrooms are common feature of schools in Nigeria. Classroom congestion and low utilization rate have negative impact on both school teacher productivity, student learning input and thus student academic performance. The finding lends credence to that of Yusuf and Akinniranye (2011) who reported that organisational difficulties of the timetabling often make it difficult for schools to attain utilisation rate of over 75%. The rate reached varies to type of rooms and size of schools. Corroborating the result, Abadzi (2007) assessed instructional time loss in precollege schools for four countries, namely Ghana, Morocco, Tunisia, and the Brazilian state of Pernambuco, conveys that Tunisia has the most efficient time use with students

who are engaged in learning for about 78% of the allotted time. In Ghana, however, students were engaged for only 39% of the time, in Pernambuco 63% of the time, and in Morocco 71% of the learning time. Roger (1993) report stated that the size and shape of the teaching space in relation to the student flow and class size for various academic programmes determine the frequency of use of the space facility when other factors are held constant.

The study showed also that there is no significant relationship between class size, global utilisation rate and students' academic performance in public tertiary institutions in Lagos State. All the activities being performed by lecturers and students are done within the time and space, hence global utilisation rate cannot be separated from students' academic performance. The finding disagrees with Fabunmi, Brai-Abu, and Adeniji (2007) who found out that class size alongside classroom space and classroom utilisation rate determine significantly the students' academic performance in Oyo State. Mark (2002) maintained that one cannot expect high level of students' academic performance where school buildings such as classrooms, libraries, technical workshops and laboratories are substandard and over-utilised. Ajayi (2007) maintained that high level of students' academic performance may not be guaranteed where educational facilities such as classrooms, libraries, technical workshops and laboratories are structurally defective, not properly ventilated and not spacious enough for use.

Conclusion

The conclusion can be drawn from this study that class size (student enrolment) is a notable determinant of students' academic performance in public tertiary institutions in Lagos State while global utilisation rate (time and space utilisation rate) is not.

Recommendations

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

- i. Government should endeavour to build more classrooms and make more adequate provision for infrastructure especially in state owned institutions to help put overcrowding under check as this will further improve effective classroom utilisation for better teaching and learning in these schools.
- ii. Policy makers such as National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) should formulate and ensure implementation of the policies in relation to specific number of students in the classrooms and the required dimension of the classroom in tertiary institutions.

- iii. The management of the institutions, through the quality assurance process, should ensure that lecturers and students manage the stipulated lecture hours on the timetable for effective teaching and learning. This would eliminate or reduce instructional time loss on the part of students and lecturers.
- iv. Timetable committee of the institutions should prepare lecture timetable to indicate not only the courses but also the venue(s) to allow students know the venue for their lectures and ease determination of space utilisation of each of the teaching facilities.

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EFFECTS OF CONFLICT RESOLUTION SKILLS TRAINING ON UNIVERSITY UNDERGRADUATE STUDENTS' HANDLING STYLES IN NIGERIA

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Abstract

This study was carried out in order to determine the effects of conflict resolution skills training on university undergraduate students' conflict handling styles. Two research questions guided the study and four null hypotheses were tested. The design adopted in this study is the quasi-experimental research design. The population of the study was 430 second year students enrolled in two programmes of the Faculty of Education, University of Abuja, Nigeria. The total sampling procedure was used, thus, all the 200 level students in the two programmes participated in the study. The instrument adapted and used to collect data in this study is the Thomas-Kilman Conflict Mode Instrument (TKCMI), (1976) for assessing the conflict handling styles of students. The instrument was face and content validated. The reliability of the instrument was determined using the split-half method. The analysis yielded a reliability index of 0.72. The experimental procedure was executed in three stages, namely, Pre-test, Treatment and Post-test. The study used mean, standard deviations and t-test for data analysis. The results showed that students' conflict handling style before the training was less inspiring. Conflict resolution training was found to be effective in changing the conflict behaviour of students. The effectiveness of conflict resolution training was established in favour of a training conducted using Conflict Resolution Trainers' Manual by Hollier, Cornelius & Murray (2008) and less improvements when trained using the GST222 curriculum. Based on the findings, it was recommended that university authority evolved a training programme that can provide students with needed knowhow on conflict management. The study also recommended a review of the GST222 curriculum to meet contemporary needs and that conflict resolution skills training should be encouraged to enhance students' conflict handling styles.

Key Words: Conflict, Conflict Handling Styles, Conflict Resolution, Conflict Resolution Skills Training

Introduction

A number of conflict situations have arisen in Nigerian society ranging from interpersonal conflicts to communal crises as well as politically induced

conflict situation. A more monumental form of conflict in the form of insurgencies such as those perpetrated by the Movement for the Actualisation of the Sovereign State of Biafra (MASSOB), Boko Haram and Niger Delta Militants and many more have erupted in the country under the guise of religion, politics, sharing of resources, self-determination to mention but a few. These conflicts pose significant security threat not only to the affected areas but to Nigeria as a whole, as well as to the international community.

Education is perceived as a catalyst for economic well-being, democracy and good governance, social justice, environmental preservation and peace building among others. The global task of any educational endeavour is well explained and understood in Article 26(ii) of the United Nations Universal Declaration of Human Rights (1948) which states that:

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (p7).

Education is therefore to be seen as a catalyst for tolerance, friendship and peace. A narrow interpretation of peace means freedom from war or civil disorder. It can also be described as non-violent, resolution of conflict and the establishment of universal values such as respects for life, human rights, liberty, equity and justice. It means the ability of all components of the population of a country such as Nigeria, to lead a decent and healthy life, in a safe and sustainable environment with opportunities for economic, educational, social and cultural development.

The peace of Nigeria as a nation is severely threatened. Salawu (2001) has identified ethnic tensions and conflict as one of the major factors hampering the stability and development of Nigeria and other countries of Africa since independence. In 2014, internal conflict and repression had generated over 60 million refugees worldwide (United Nations High Commissioner for Refugees, (UNHCR), (2015). The report further showed that Africa alone now accounts for 26% of world's refugees. Nigeria is not left out of the challenges of refugees. People are displaced in various parts of the country because of ethnic, tribal and religious crisis.

In the face of all these, establishing a culture of peace has become a necessity in Nigeria. It is expected that higher education institutions where young professionals and future leaders are trained through various programmes and research activities should play a vital role in the establishment of peace and resolution of conflicts. As stated by Okoye and Igbo (2011), universities have become the leading intellectual force for re-conceptualizing and redesigning peace

and conflict resolution programs as well as in provoking new visions of a plurality of justice.

In playing a meaningful role in developing a culture of peace, universities can assist governments, communities, religious leaders and international organisations in achieving peaceful co-existence in all nations (Adetula, 2006). In recent times, many universities, including Nigerian Universities, have developed peace and conflict resolution programs, thereby making a significant contribution to the development of a culture of peace. An internet search showed over seventy functioning academic peace and conflict resolution programs in the United States, ten in Asia, thirty in Europe, and twenty in Africa (Uwazie, 2008). These peace education programmes engage students in research work, direct or indirect intervention service, both in theory and practice and across disciplines.

In summary, the role of universities in peace education cannot be overemphasized. At the 1998 UNESCO World Conference on Higher Education, Arias as cited in Pettigrew (2002), insisted that:

Universities have a natural leadership calling to promote a culture of peace and all academics should concern themselves with the pursuit of peace. The universities should be the enlightened consciousness of nations; and we cannot survive in the 21st Century with ethics of the 20th Century. Peace cannot be just taught; it must be practiced and transmitted (pp. 188-191).

The study looked at conflict handling styles and adopted the work of Thomas-Kilmann on conflict where five modes on managing conflict were identified. The five modes are located on two axes of assertiveness and cooperativeness. The five identified modes of managing conflict include the following:

- i. **Collaborating:** Assertive and cooperative, people using this mode try mutual problem solving to satisfy both parties.
- ii. **Compromising:** Individual using this mode is intermediate in both assertiveness and cooperation. They try to exchange concessions to resolve conflict.
- iii. **Competing:** Persons using this mode are assertive and uncooperative and they try to win their own position.
- iv. **Accommodating:** Individuals who use this mode are unassertive and cooperative; they try to satisfy other people's goals.
- v. **Avoiding:** People using this mode are unassertive and uncooperative. They usually postpone or avoid any unpleasant issues when dealing with others (Thomas, 1976).

Improving students' conflict handling styles may lend itself more to a teaching approach or curriculum that is more focused on the acquisition of 'problem solving skills' rather than on providing historical information and theoretical skills. The content of Peace and Conflict Resolution (GST222) course curriculum in the University of Abuja, Nigeria appears to be more of materials that are theoretical and somewhat historical in nature. This content seems to have failed to address practical conflict issues that can translate to obvious transformation in the conflict orientation and handling styles of students. The researchers therefore wonder how this curriculum content can achieve the aim of rescuing the future and the youth from vicious cycle of toxic emotions, equip the youth with peace education, and imbibe in them knowledge, competence, and ability to discern fundamental values of peace.

The Conflict Resolution Trainer's Manual (CRTM) by Holier, Cornelius and Murray which is the alternative training mode explored in this study is focused on providing or posting visuals that teachers and students can refer to over and over again, like peaceful problem-solving options and conflict resolution sentence stems. The CRTM lessons are presented based on the premise that conflict happens everywhere, and the best learning happens in context. It therefore creates opportunities to coach and model conflict resolution every day, all over the school using practical approaches.

This study therefore, investigated the comparative effectiveness of the GST222 Curriculum and the Alternative Conflict Resolution Trainer's Manual by Holier, Cornelius and Murray, (2008) in changing students' conflict handling styles. The concern of this study was to determine the effect of conflict resolution skills training on conflict handling styles of university undergraduate students.

The global concern about violence and conflict as a serious contemporary issue is stimulating reflections and research on how best to address the issue in Nigeria. Violence and conflict can be felt in every segment of the society including homes, communities and educational institutions.

The youths, including university students, are very significant in conflict management because they are the direct victims of conflict situations and at the same time they are used as agents of conflict. Unfortunately, young people tend to be at the forefront of conflict today. If they are not used as tools for promoting conflict (especially violent ones), they are often easy victims of conflict. Politicians, armed gangs and cultists often desire the strength and volatility of young people finding them easy targets (Mudasiru & Fatai, 2020).

Students therefore need to know how to manage and resolve conflicts so that they can become responsible and promote a culture of peace. Some educators suggest that competency in conflict resolution can lead to increased social and academic achievement in the short term and a more harmonious world in the long term (Van-Slyck & Stern, 1991).

Observations and interactions with the youth also indicate that they do not acquire the knowledge on conflict resolution on their own or from their families. This suggests that by the time the youths commence schooling, little is known about conflict resolution. The implication is that the burden of training youths in the art of conflict resolution is on the school as the next agent of socialization.

University undergraduates are required to undertake a course on peace and conflict resolution (GST222). Although this course has been taught over the years, it has not had serious impact on students' conflict orientation and handling styles. There is evidence that incidences of conflicts are on the increase in Nigeria today as seen in interpersonal conflicts, communal crises as well as political conflicts. This has compelled the researcher to carry out this study in order to determine the effectiveness of trainings on conflict resolution as provided using the GST222 curriculum and an alternative training module (Conflict Resolution Trainers' Manual by Hollier, Cornelius & Murray, 2008). The concern of this study is therefore to determine if the teaching of conflict resolution skills to university students using these two modes has an effect on students' conflict handling styles.

Research Questions and Hypotheses

The following research questions guided the study.

1. What are the conflict handling styles of university undergraduate students before the commencement of conflict resolution skills training?
2. What are the conflict handling styles of university undergraduate students after training on conflict resolution skills using GST222 curriculum and Conflict Resolution Trainers' Manual by Hollier, Cornelius & Murray (2008)?

Four null hypotheses were also tested, at 0.05 level of significance, namely:.

H₀₁: There is no significant difference in conflict handling styles of university undergraduate students in experimental and control groups before conflict resolution skills training.

H₀₂: There is no significant difference in conflict handling styles of university undergraduate students in experimental and control groups after conflict resolution skills training.

H₀₃: There is no significant difference in conflict handling styles of university undergraduate students in the experimental group before and after training on conflict resolution skills.

H₀₄: There is no significant difference in conflict handling styles of university undergraduate students in the control group before and after training on conflict resolution skills.

Method

The design of the study was the quasi-experimental research design. The independent variable consists of two conditions: (1) and experimental condition in which students received conflict resolutions skills training using the Conflict Resolution Trainers' Manual by Hollier, Cornelius & Murray (2008) and (2) a control condition in which students received training using the traditional GST222 curriculum. The population of the study was all the 430 students enrolled in two programmes of the Faculty of Education, University of Abuja, namely, Bachelor of Education (B.Ed.) Guidance and Counselling and Bachelor of Education (B.Ed.), Social Studies. Based on the population size of 430 students which was considered not too large, the researcher made use of all the students in the two programmes. This method of sampling is called total sampling technique. The two groups were thereafter randomly assigned to experimental and control groups respectively. Students from B.Ed., Guidance and Counselling were randomly assigned to the experimental group while students of B.Ed., Social Studies were randomly assigned to the control group.

The Thomas-Kilman Conflict Mode Instrument (TKCMI) was adopted and used for assessing the conflict handling styles of students before and after treatment. The Thomas-Kilmann Conflict Mode Instrument (TKCMI) measures conflict handling styles of individuals (Thomas, 1977). The TKCMI is adopted by the researcher. The TKCMI consists of 30 paired items, which makes a total of 60 statements. Participants will be asked to choose the response from each pair of that statement that best describes the way one usually behaves in conflict situations.

The original TKCMI was face validated by having the instrument reviewed by conflict resolution trainers and had an agreement rate of 80%. Cronbach's alpha was also reported as .74 by Kmita (1996) in Pakistan. The present researcher however needed to revalidate the TKCMI although adopted due to geographical differences in the area of study.

To ensure the validity of the instrument, the researchers employed the expertise of experts in tests and measurements in the University of Abuja to determine the content and face validity of the instrument. During this process, the scoring pattern was changed and certain vague and ambiguous items were made simple and clear. Thus, validity of the instrument was established.

To determine the reliability of the items on instruments, a pilot test was conducted on 30 respondents from Nasarawa State University in Nigeria that did not participate in the main study. The reliability of the instrument was determined using the split-half method. The analysis yielded a reliability index of 0.72 for the TKC-Mode.

The experimental procedure was in three stages. During the first stage, the TKCMI was administered on all participants to establish their conflict handling styles before commencement of training on conflict resolution. During the second stage, the researcher provided training on conflict handling styles to the students

who are in the experimental group using the second segment of the Conflict Orientation and Handling Styles Trainers Manual (COHSTM). The second segment addressed conflict handling styles such as Collaborating, Compromising, Competing, Accommodating and Avoiding. The control group on the other hand were exposed to training using the traditional GST222 Curriculum. There were seven (7) training sessions which lasted for 4 weeks (2 sessions per week). The duration for each session was one hour.

Thereafter, the researcher conducted a Post-test on both the experimental group and the control group by re-administering the TKCMI instruments. The post-test was administered in order to determine the effects of the training on conflict handling styles of students.

The researcher used mean and standard deviations to answer research questions. For a decision to be made, a mean response of 2.50 was used as a cut off point for decision making. Statements that were 2.50 and above were considered positive while any statement below 2.50 was considered negative. The t-test statistic was used to test all hypotheses in this study as they border on test of difference between two groups. All tests of hypotheses were conducted at 0.05 alpha level of significance.

Results

Research Question One: What are the conflict handling styles of university undergraduate students before the commencement of conflict resolution skills training?

Table 1: Conflict Handling Styles of Students before Training

Group		Control		Experimental	
Conflict Handling Style	Mean	Decision	Mean	Decision	
1. Competing	7.05	Prevalent	7.07	Prevalent	
2. Collaborating	4.38	Scarcely Prevalent	4.34	Scarcely Prevalent	
3. Compromising	5.22	Moderately Prevalent	5.37	Moderately Prevalent	
4. Avoiding	8.68	Highly Prevalent	8.67	Highly Prevalent	
5. Accommodating	5.59	Moderately Prevalent	5.77	Moderately Prevalent	

Table 1 shows prevailing conflict handling styles of students before exposure to training on conflict resolution skills. It can be seen from the data analysed and presented that students from the two groups are similar in terms of conflict handling styles with most of the students preferring to employ avoidance, competing, accommodating, compromising and collaborating in decreasing order of use.

Research Question Two: What are the conflict handling styles of university undergraduate students after training on conflict resolution skills?

Table 2: Conflict Handling Styles of Students after Training

Group	Control		Experimental	
	Mean	Decision	Mean	Decision
1. Competing	7.31	Prevalent	6.37	Prevalent
2. Collaborating	4.59	Scarcely Prevalent	6.10	Scarcely Prevalent
3. Compromising	5.27	Moderately Prevalent	5.80	Moderately Prevalent
4. Avoiding	8.71	Highly Prevalent	6.98	Highly Prevalent
5. Accommodating	5.61	Moderately Prevalent	7.46	Moderately Prevalent

Table 2 shows prevailing conflict handling styles of students after exposure to training on conflict resolution skills. The data analysed showed that students from the control group preferred to employ avoiding, competing, accommodating, compromising and collaborating in decreasing order of use. Thus, students from the control group exhibited no change in preferred conflict handling styles. On the other hand, students in the experimental group, exhibited changes in their preferred handling styles in decreasing order of use from accommodating, avoiding, competing, collaborating to compromising.

H₀₁: There is no significant difference in conflict handling styles of university undergraduate students in experimental and control groups before conflict resolution skills training.

Table 3: t-test on Difference in Conflict Handling Styles of Students in the Experimental and Control Groups Before Treatment

Handling Style	Group	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision																																															
Competing	Experimental	204	7.07	1.52	.173	410	.863	Accepted																																															
	Control	208	7.05	1.47					Collaborating	Experimental	204	4.34	1.32	-.245	410	.807	Accepted	Control	208	4.38	1.32	Compromising	Experimental	204	5.37	1.55	1.000	410	.318	Accepted	Control	208	5.22	1.52	Avoiding	Experimental	204	8.67	1.42	-.045	410	.964	Accepted	Control	208	8.68	1.41	Accommodating	Experimental	204	5.77	1.33	1.432	410	.153
Collaborating	Experimental	204	4.34	1.32	-.245	410	.807	Accepted																																															
	Control	208	4.38	1.32					Compromising	Experimental	204	5.37	1.55	1.000	410	.318	Accepted	Control	208	5.22	1.52	Avoiding	Experimental	204	8.67	1.42	-.045	410	.964	Accepted	Control	208	8.68	1.41	Accommodating	Experimental	204	5.77	1.33	1.432	410	.153	Accepted	Control	208	5.59	1.20								
Compromising	Experimental	204	5.37	1.55	1.000	410	.318	Accepted																																															
	Control	208	5.22	1.52					Avoiding	Experimental	204	8.67	1.42	-.045	410	.964	Accepted	Control	208	8.68	1.41	Accommodating	Experimental	204	5.77	1.33	1.432	410	.153	Accepted	Control	208	5.59	1.20																					
Avoiding	Experimental	204	8.67	1.42	-.045	410	.964	Accepted																																															
	Control	208	8.68	1.41					Accommodating	Experimental	204	5.77	1.33	1.432	410	.153	Accepted	Control	208	5.59	1.20																																		
Accommodating	Experimental	204	5.77	1.33	1.432	410	.153	Accepted																																															
	Control	208	5.59	1.20																																																			

The analysis on Table 3 showed significant values of .863, .807, .318, .964 and .153 (more than the 0.05 level of significance) for Competing, Collaborating, Compromising, Avoiding and Accommodating respectively. The hypothesis is accepted. It is therefore concluded that there is no significant difference in conflict

handling styles of students in the experimental and control groups before treatment.

H₀₂: There is no significant difference in conflict handling styles of university undergraduate students in experimental and control groups after conflict resolution skills training.

Table 4: t-test on Difference in Conflict Handling Styles of Students in the Experimental and Control Groups after Treatment

Handling Style	Group	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Competing	Experimental	204	6.37	1.54	-6.46	410	.000	Rejected
	Control	208	7.32	1.42				
Collaborating	Experimental	204	6.10	1.36	8.82	410	.000	Rejected
	Control	208	4.59	2.05				
Compromising	Experimental	204	5.80	1.20	3.51	410	.000	Rejected
	Control	208	5.27	1.77				
Avoiding	Experimental	204	6.98	1.40	-12.4	410	.000	Rejected
	Control	208	8.71	1.42				
Accommodating	Experimental	204	7.46	1.23	10.08	410	.000	Rejected
	Control	208	5.62	2.30				

The analysis on Table 4 indicated a significant value of .000 (less than the 0.05 level of significance) for Competing, Collaborating, Compromising, avoiding and accommodating, the hypothesis is rejected. It is therefore concluded that there is significant difference in conflict handling styles of students in the experimental and control groups after treatment.

H₀₃: There is no significant difference in conflict handling styles of university undergraduate students in the experimental group before and after training on conflict resolution skills.

Table 5: t-test on Difference in Conflict Handling Styles of Students in the Experimental Group Before and After Treatment

Handling Style	Group	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Competing	Pre-test	204	7.07	1.52	4.62	406	.000	Rejected
	Post-test	204	6.37	1.54				
Collaborating	Pre-test	204	4.34	1.32	-13.26	406	.000	Rejected
	Post-test	204	6.10	1.36				
Compromising	Pre-test	204	5.37	1.55	-3.10	406	.000	Rejected
	Post-test	204	5.80	1.20				
Avoiding	Pre-test	204	8.67	1.42	12.11	406	.000	Rejected
	Post-test	204	6.98	1.40				
Accommodating	Pre-test	204	5.77	1.33	-	406	.000	Rejected
	Post-test	204	7.46	1.23				

The analysis on Table 5 indicated a significant value of .000 (less than the 0.05 level of significance) in Competing, Collaborating, Compromising, avoiding and accommodating for students in the experimental group, the hypothesis is rejected. It is therefore concluded that there is significant difference in conflict handling styles of students in the experimental group before and after treatment.

H₀₄: There is no significant difference in conflict handling styles of university undergraduate students in the control group before and after training on conflict resolution skills.

Table 6: t-test on Difference in Conflict Handling Styles of Students in the Control Group Before and After Treatment

Handling Style	Group	Number	Mean	S.D.	t-value	df	Sig(2-tailed)	Decision
Competing	Pre-test	208	7.05	1.47	4.62	414	.058	Accepted
	Post-test	208	7.32	1.42				
Collaborating	Pre-test	208	4.38	1.32	-13.26	414	.212	Accepted
	Post-test	208	4.38	2.05				
Compromising	Pre-test	208	5.22	1.52	-3.10	414	.744	Accepted
	Post-test	208	5.27	1.77				
Avoiding	Pre-test	208	8.68	1.41	12.11	414	.809	Accepted
	Post-test	208	8.71	1.42				
Accommodating	Pre-test	208	5.59	1.20	-13.29	414	.894	Accepted
	Post-test	208	5.62	2.30				

The analysis on Table 6 was carried out to establish whether there is significant difference in conflict handling styles of students in the control group before and after the treatment. With a significant value of .058, .212, .744, .809 and .894 (more than the 0.05 level of significance) in Competing, Collaborating,

Compromising, Avoiding and Accommodating respectively for students in the control group, the hypothesis is accepted. It is therefore concluded that there is no significant difference in conflict handling styles of students in the control group before and after treatment.

Discussion

The study found that students from the two groups (before the commencement of training) were similar in terms of conflict handling styles with most of the students preferring to employ avoiding, competing, accommodating, compromising and collaborating in decreasing order of use. There is no significant difference in conflict handling styles of students in the experimental and control groups before treatment. This posture indicates that students had poor choices of conflict handling styles. It was found that students preferred to first of all avoid each other when conflict emerges. Others engage the competing handling styles. Coming last in students' handling styles were accommodating and collaborating. This might have been the basis for the frequent conflict often reported among students as their approach to handling conflict appear to leave so much to be desired.

Furthermore, after training, it was found that students from the control group still preferred to employ avoiding, competing, accommodating, compromising and collaborating, providing no evidence of behavioural change (conflict handling styles) due to training. On the other hand, students in the experiment group, exhibited changes in their preferred handling styles such that accommodating, avoiding, competing, collaborating and compromising is the order. There was also significant difference in conflict handling styles of students in the experimental and control groups after treatment. The study has found evidence that improvement in the GST222 curriculum is needed having shown higher effectiveness with the Conflict Resolution Trainers' Manual by Hollier, Cornelius & Murray (2008). This position is corroborated by Aber, Brown, and Henrich (2009) who reported that the Resolving Conflict Creatively Program (RCCP) had a significant positive impact when teachers taught a high number of lessons from the RCCP curriculum. Aber, Brown, and Henrich (2009) further established that children receiving a high number of lessons on conflicts had significantly slower growth in self-reported hostile attributions, aggressive fantasies, and aggressive problem-solving strategies, as well as in teacher-reported aggressive behaviour, compared to children receiving a low number of lessons or no lessons at all.

Similar trend is applicable to conflict handling styles as there was significant difference in conflict handling styles of students in the experimental group before and after treatment. However, students in the control group showed no significant difference in conflict handling styles of students in the control group before and after treatment. The students might have benefit from the conflict trainings and could transfer the procedures and skills and apply them in real

conflicts among classmates. This is likely to reduce discipline problems that previously drained teachers' attention, time, and energy. In line with this finding is Graves, Frabutt and Vigliano (2007) who reported results which indicated middle and high school students show a decrease in their levels of relational aggression, and high schools students showing a decrease in their levels of physical aggression. Furthermore, high school students indicated an increase in their levels of effective communication while both middle and high school students exhibited an increase in their general knowledge regarding positive conflict resolution strategies. Waithaka, Shante and Gitimu (2015) on the other hand reported that conflict resolution skills training had no statistically significant impact on conflict handling styles but stated that paired sample test showed statistically significant difference on conflict orientation of the participants of the study. In nearly all cases reported therefore, students' orientation towards conflict improved with application of conflict resolution skills training when compared to traditional approaches to conflict training as typified in the GST222 curriculum.

Conclusion

Based on the findings, the study concludes that poor conflict handling styles among students before the training might have accounted for frequently reported conflicts amongst them. Conflict resolution skills' training using by the alternative curriculum was found to be more effective in changing the conflict behaviour of students. The effectiveness of conflict resolution training was established in favour of a practical, goal-oriented training material as opposed to traditional training materials that is laced with theoretical and historical concepts which mostly lack traction in contemporary conflict issues and resolution mechanisms. It is therefore clearly established that the current peace and conflict resolution curriculum for training of undergraduates is not adequately enhancing their conflict handling styles of students. Thus, a review is necessary in order to ensure that these students graduate with conflict handling styles that can impact positively on interpersonal relationships and their general capacity to relate in a wider social circle.

Recommendations

Based on the findings the following recommendations are made:

1. University authorities should review the GST222 curriculum to meet contemporary needs.
2. Conflict resolutions skills training should be encouraged to provide adequate information to students to effect changes in their conflict handling styles.
3. Co-curricular trainings should be provided in the form clubs and societies where practical approaches to understanding of conflict is provided.

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ADEQUACY OF STRATEGIC PLAN IMPLEMENTATION IN SECONDARY SCHOOLS' ADMINISTRATION FOR SUSTAINABLE EDUCATIONAL DEVELOPMENT IN ANAMBRA STATE, NIGERIA

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Abstract

The study examined the adequacy of strategic plan implementation in secondary school administration for sustainable educational development in Anambra State, Nigeria. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The population consisted all the 262 principals in Anambra state public secondary schools. Multi stage sampling procedure was used to draw a sample of 178 principals (50 males and 128 females) for the study. A twenty-item structured questionnaire developed by the researchers was used for data collection. Cronbach Alpha coefficient was used to establish the reliability of the instrument which yielded an index of 0.82 and thus deemed appropriate. All the 178 copies of the instrument administered were properly completed, retrieved and used for data analysis. Research questions were answered using mean and standard deviation, while the null hypotheses were tested using t-test. The findings of the study revealed among others that strategic plan implementation of secondary school curriculum content in Anambra State is very adequate to drive the students to educational success for sustainable development. Based on the findings, it was recommended among others that Government should provide adequate fund for the promotion of quality education in Anambra State.

Keywords: Planning, Strategic Plan, Strategic Plan Implementation, Secondary Education and Sustainable Development

Introduction

Planning is a natural process in human societies. It is a process that involves a deliberate, systematic, rational and continuous determination of action that is aimed at optimizing the use of limited organizational resources in order to achieve organizational goals. Every educational programme be it primary, secondary or tertiary, requires adequate planning and implementation. The implementation of any educational plan begins when individual projects are taken up for execution. The planning process merges with management process to form an organizational

framework known as plan. This action plan provides focus for institutions administrative decision-making. Planning is the best step towards the achievement of organizational goals. Uzoechina (2016) observed that planning process forecasts into the future of an organization and prepares it for change by formulating future course of action. Planning according to Udeozor (2004) is a decision-making activity, requiring the process of ascertaining objectives and deciding on activities to attain these objectives. Similarly, Nkwoh (2011) asserted that planning involves studying the future and arranging the plan to provide a rational approach to achieve pre-selected objectives. The success of educational programmes is hinged on adequate strategic planning.

Strategic plan is a course of activities to be carried out, showing the steps to be followed to achieve the desired qualitative and quantitative goals. Ogbonnaya (2012) maintained that strategic plan involves examination of the many different parts of the system with a view of directing and re-directing the course of education to the services of students and the society. Strategic Plan implementation according to Abama (2015) is the act of formulating organizational strategies, implementing them and evaluating their impact based on organizational objectives. As a management tool, strategic plan implementation is the centre point of the work process of an organization. Strategic plan implementation in secondary education is affected by certain factors such as: curriculum content and school finance among others for sustainability of educational development.

Makewa and Ngussa (2015) defined curriculum as planned experiences a school provides to the learners. Dike and Eze (2009) described curriculum as an embodiment of all knowledge, skills, and attitudes which a nation, through her schools impart to her citizens. A sound and adequate curriculum content is paramount to the attainment of sound educational outcome. A good curriculum should have a sound philosophical and sociological framework within the context of the society it is meant to serve in terms of the values, habits, ideals and skills of the society. Every curriculum should therefore be designed to enable students acquire relevant knowledge, skills and attitudes to address the challenges of development and globalization in this 21st century schools.

School finance is another factor that has affected strategic plan implementation. Over the years, government has failed to adequately finance education owing to the poor annual budgetary allocation which is far less than the 26% UNESCO recommendation. Accessibility to quality, relevant and affordable secondary education has remained elusive to many Nigerian schools. The major hindrance includes high cost of access, poor infrastructural facilities due to poor funding, lack of motivation of teachers due to poor salary structure and unavailability of human and material resources due to lack of adequate finance. It is very glaring that very little can be done in the area of strategic plan implementation without adequate finance. Akpa (2012) opined that no organization can survive without adequate finance and money to keep services going. This view

is line with the contentions of Udoh and Akpa (2010) who maintained that when school budget is strategically planned and implemented, it cater for the meagre finance available.

Strategic plan implementation is the on-going planning, monitoring, analysis and assessment of all that is necessary for an educational organization to meet its goals and objectives. Babalola, (2014), asserted that strategic plan implementation involves the management of an organizations resources to achieve its goals and objectives. This study sees strategic plan implementation as the process of careful organization and putting into use both human and non-human resources for the success of education programme. Strategic plan implementation is vital for the success of secondary school which is received by children after primary and before the tertiary stage Federal Republic of Nigeria, (2013). Federal Republic of Nigeria (FRN) (2014) gave the broad goals of secondary education as the education given to prepare individuals for useful living within the society. Njoku (2015) maintained that secondary education is expected to raise a generation of people who can think creatively for themselves, respect the views and feelings of others and respect the dignity of labour. In support of this view, Osegbue (2018) opined that secondary education is important primarily because it is the level that people interface with more technology and life expectations. This stage is very crucial in the students' life because some students pursue their future career after this stage while those that are not able to attend tertiary education, make a living out of their secondary school experiences. Lack of proper strategic plan implementation in secondary school, holds back the aspiration of many youths and their families because secondary education plays a fundamental complex role in preparing youths for the labour market. This sensitive stage in the student's educational pursuit, calls for strategic planning and implementation needed for sustainable development.

Sustainable development according to World Commission on Environment and Development (1987) is defined as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. Similarly, Adejumo and Adejumo (2014) defined sustainable development as resource exploitation at a rate that would not prove detrimental to future generations. The nature of Nigeria's development strategy has contributed to the slow pace in achieving poverty and unemployment reduction in the country and as such the country has not gone through the normal process of structural transformation. This implies that the strategic plan implementation employed by schools in Nigeria and Anambra State in particular seem not to have led to a considerable growth of productive capacities and structural transformation which is necessary for generating meaningful productive employment opportunities. Unachukwu and Nwosu (2014) are of the opinion that development can be initiated and managed properly in such a way as to give attention to continuity and

preservation as people explore explicit available resources for the enlargement of their existence.

The crux of this study therefore, is to examine the adequacy of strategic plan implementation in secondary school administration for sustainable development in Anambra State.

Statement of the Problem

Secondary education in Nigeria is aimed at providing students with opportunity for higher level of education, provide trained manpower at sub-professional grade and provide entrepreneurial, technical and vocational skills for self-reliance after graduation. Regrettably, most secondary school graduates in Anambra State have failed to bring this to bear. Some secondary school leavers can hardly defend their certificate or contribute economically to their well-being after graduation. A closer examination of secondary school leavers, revealed that they have not acquired much of the vocational skills taught in the school. Most of them who could not get opportunity for higher level of education, end up as secondary school leavers who engage in all forms of social vices. Could it be that the strategic plan implementation in secondary school administration in Anambra State is inadequate? It is in view of this worry, that the present study was carried out to examine the perception of principals on the adequacy of strategic plan implementation in secondary school administration for attainment of sustainable educational development in Anambra State.

Purpose of the Study

The main purpose of the study is to examine the adequacy of strategic plan implementation in secondary school administration for sustainable educational development in Anambra State. Specifically, the study sought to:

1. Examine the perception of principals on the adequacy of strategic plan implementation of secondary school curriculum contents for attainment of sustainable educational development in Anambra State.
2. Ascertain the perception of principals on the adequacy of strategic plan implementation of secondary school finance for attainment of sustainable educational development in Anambra State.

Research Questions

The following research questions guided the study

1. What is the perception of principals on the adequacy of strategic plan implementation of secondary school curriculum contents for attainment of sustainable educational development in Anambra State?

2. What is the perception of principals on the adequacy of strategic plan implementation of secondary school finance for attainment of sustainable educational development in Anambra State?

Hypotheses

The following null hypotheses and were tested at 0.05 level of significance; namely

Ho1: There is no significant difference in the mean rating of adequacy of strategic plan implementation of curriculum contents based on gender.

Ho2: There is no significant difference in the mean rating of adequacy of strategic plan implementation of school finance based on gender.

Method

The study adopted the descriptive survey research design. The population of the study consisted all the 262 principals in public secondary schools in Anambra State. Multi-stage sampling procedure was used to darw a sample of 178 principals (50 male and 128 female) for the study. The instrument for data collection was a self-developed 20-item structured questionnaire titled “Adequacy of Strategic Plan Implementation in Secondary School Administration Questionnaire (ASPISSAQ)”. The questionnaire was validated by three experts, two experts in Educational Management and one expert in Measurement and Evaluation all in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Cronbach Alpha coefficient was used to determine the internal consistency of the instrument and this yielded an index of 0.82. All the 178 copies of the instrument administered on the respondents were properly completed, successfully retrieved and used for data analysis respectively. Data collected were analysed using mean ratings and t-test to answer the research questions and to test the hypotheses respectively. Any item with mean rating below 3.00 was regarded as inadequate, while any item with mean rating ranging of 3.00 and above was regarded as adequate. In testing the hypotheses, if the t-calculated value was less than the t-critical value at 0.05 level of significance, the hypothesis was accepted but rejected if the reverse was the case.

Results

Table 1: Mean rating of respondents on the adequacy of strategic plan implementation of secondary school curriculum contents for attainment of sustainable educational development in Anambra State.

S/N	Item Description	\bar{X}	Remark
1	School curriculum contents	3.3	Adequate
2	Curriculum contents are stated in clear terms	3.6	Adequate
3	School curriculum addresses societal needs	3.2	Adequate
4	Teachers comply with existing school curriculum	3.4	Adequate
5	Availability of teachers guide (Textbook for teachers)	2.1	Inadequate
6	Teachers cover school curriculum contents before students graduate	3.3	Adequate
7	Recommended textbooks are written in line with school curriculum	3.3	Adequate
8	Curriculum contents are broken down into smaller scheme of work	3.1	Adequate
9	Most students own copies of recommended textbooks	2.8	Inadequate
10	School library is furnished with enough relevant textbooks	2.3	Inadequate

The data analysis shown in Table 1 indicate that seven strategic plan implementation of secondary school contents, items 1, 2, 3, 4, 6, 7, and 8 with mean rating above 3.00 were perceived adequate for the attainment of sustainable educational development in Anambra State. However, three items 5, 9, and 10 were seen as inadequate with mean scores 2.1, 2.8 and 2.3 respectively. This indicates that secondary school curriculum contents were perceived as adequate and its implementation in Anambra State are adequately administered in seven items but inadequate in three items.

Table 2: Mean rating of respondents on the adequacy of strategic plan implementation of secondary school finance for attainment of sustainable educational development in Anambra State.

S/N	Item Description	\bar{X}	Remark
11	Fund for prompt payment of staff salary	2.5	Inadequate
12	Fund for regular staff development programme	1.9	Inadequate
13	Fund for provision of standard school laboratories	2.1	Inadequate
14	Fund for payment of salary arrears	1.8	Inadequate
15	School budgetary allocation	1.5	Inadequate
16	Fund for provision of standard school library	1.9	Inadequate
17	Fund for provision of stationaries in the school	2.2	Inadequate
18	Fund for provision of standard staff offices	2.1	Inadequate
19	Fund for provision of standard classrooms	2.0	Inadequate
20	Fund for payment of staff fringe benefits	1.8	Inadequate

The respondents unanimously perceived the strategic plan implementation of school finance as grossly inadequate to drive secondary school to achieve sustainable education development. This is seen by all the items S/Nos 11-20 having mean score less than 3.0 with item 15 having the least mean score of 1.5.

Hypotheses testing

Ho1: There is no significant difference in the mean rating of adequacy of strategic plan implementation of curriculum contents based on gender.

Table 3: t-test of no significant difference between the mean rating of male and female secondary school principals on the adequacy of strategic plan implementation of curriculum contents and attainment of sustainable educational development in Anambra State.

Source of Variation	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male Principals	50	3.30	1.10	176	0.55	1.96	Accepted
Female Principals	128	3.20	1.20				

The data in Table 3, reveals that the t-calculated value of 0.55 is less than t-critical value of 1.96 at 0.05 level of significance with 176 degree of freedom. This means that the respondents do not differ significantly in their mean ratings, regarding the adequacy of strategic plan implementation of curriculum contents and attainment of sustainable educational development in Anambra State. The null hypothesis was therefore accepted.

Ho2: There is no significant difference in the mean rating of adequacy of strategic plan implementation of school finance based on gender.

Table 4: t-test of no significant difference between the mean rating of male and female secondary school principals on the adequacy of strategic plan implementation of curriculum contents and attainment of sustainable educational development in Anambra State.

Source of Variation	N	\bar{X}	SD	df	t-cal	t-crit	Decision
Male Principals	50	1.90	0.70	176	0.89	1.96	Accepted
Female Principals	128	1.80	0.60				

The data in Table 4, reveals that the t-calculated value of 0.89 is less than t-critical value of 1.96 at 0.05 level of significance and 176 degree of freedom. This mean that the respondents do not differ significantly in their mean ratings, regarding the adequacy of strategic plan implementation of school finance and attainment of sustainable educational development in Anambra State. Therefore, the null hypothesis is accepted.

Discussion of Findings

The findings of this study revealed that strategic plan implementation of secondary school curriculum content administration as perceived by principals is very adequate to drive the students to attain educational success needed for sustainable educational development in Anambra State. Ten items as contained in the questionnaire were used to authenticate this position. From the findings, it is evident that principals perceived as adequate; secondary school curriculum contents, teachers' compliance with school curriculum, ability to cover content scope of school curriculum and textbooks being in line with the school curriculum contents but revealed however that availability of teachers' guide is inadequate. This finding is in line with Akpa (2012) who noted that most secondary schools have adequate curriculum contents and that teachers' use adequate recommended text book to teach their lessons. Continuing, Akpa stated that implementation of planned curriculum contents is always a problem of most secondary school administrators. Similarly, Enebechi (2018) observed that adequacy of course content of a study is not always the problem but implementation is the bottleneck and noted that adequately planned curriculum when strategically implemented, improves students learning outcome.

Strategic plan can benefit and assist an organization in many ways because it acts as a living document that not only tracks how students learning is improved, but also tracks the parts of learning that are value the most (Babalola, 2014). The findings further support the contentions of Jombo-Umeh, Okenwa and Ekeke (2018) who maintained that the problem most set goals are not achieved is not with the adequacy of planned intensions but with implementation. To buttress this view, Onyeachu (2008) stressed that no matter how well curriculum of any subject is planned, designed and documented, implementation is very important.

The findings also revealed that secondary school finance is grossly inadequate to drive the student to achieve success needed for attainment of sustainable educational development in secondary school in Anambra State. The principals perceived as inadequate; fund for payment of staff salary, staff development, school facilities, school budgetary allocation and fringe benefits as major hindrances to strategic plan implementation of school administration. This finding also corroborates with that of Ozigi in Goodluck (2011) who asserted that no organization can survive or carry out her functions effectively without adequate finance at its disposal. Money is needed virtually for every programme in the

organization. It is needed to set up the organization and to keep it going and equally needed by human being in the organization to meet their needs. This agrees with the view of Enebechi (2018), who pointed out that a school that cannot provide the necessary instructional materials needed to boost academic excellence, cannot attain the level of development that meets global standards.

The findings of the study imply that no significant improvement can take place in the educational system, when the budgetary allocation for educational programme is grossly inadequate and unimplemented. This view is in consonance with Aka, Onoyima and Agada (2018), who noted that lack of fund allocated to schools, can reduce the ability of school administrators to fully carry out their responsibilities in ensuring that stated educational goals are achieved. Continuing, they pointed out that inadequate funding of schools' can entail a severe reduction in students' educational outcome and poor performance of students in school. The findings also corroborates Yusha'u (2014), who asserted that the funds which have been allocated by successive governments to fund educational programmes, has not been at par with the demand of the scheme to actualize its' lofty objectives and this had led to poor implementation of school curriculum and other educational programmes designed to increase students attainment of set educational goals. When schools are adequately funded, school administrators will definitely go extra mile to ensure that all programmes designed to produce knowledgeable and skilled professionals needed for national development are adequately implemented.

Furthermore, the test of the null hypotheses revealed that both male and female principals in Anambra State have similar perception on the adequacy of strategic plan implementation of secondary school curriculum contents and school finance. This implies that both male and female principals accepted that secondary school curriculum contents in Anambra State is very adequate. On the other hand, they noted that the administration and implementation of school finance is grossly inadequate

Conclusion

Adequate administration and implementation of strategic plan seem to be the answer to economic and sustainable educational development. It is a catalyst that propels efficiency and effectiveness in school system. Every goal-oriented administrator must ensure that strategic plans are adequate and that implementation is ensured. The major danger of inadequacy of strategic plan implementation is the issue of unrealistic goals and lack of focus. To avoid these pitfalls, school should ensure that they create an effective strategic planning process, build a realistic educational direction for their students and greatly improve the chances for successful implementation of the strategic plan. Finance seems to be the major hindrance to attainment of effective educational goals and thus needs urgent attention for sustainable educational development.

Recommendation

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

1. Government should provide adequate fund for the promotion of quality education in Anambra State.
2. Scholarship should be given to students who cannot finance themselves by state government and other stakeholders.

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MINIMIZING COMMUNICATION BARRIERS FOR EFFECTIVE MANAGEMENT OF UNIVERSITIES IN NIGERIA

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Abstract

Communication is key to effective management of higher institutions like the University system. Both academic and non-academic staff need to be properly informed before they can be efficient on their jobs while the students on their own part need to know what is expected of them. What this means is that effective communication network should be put in place to facilitate easy flow of information if the university's vision and mission must be actualized. This paper examined the communication network in the university system in Nigeria and suggested ways that communication barriers such as use of ambiguous words, wrong timing and inappropriate communication network can be overcome in the Universities. The paper recommended that managers of Nigerian Universities should ensure that communication gaps are reduced to their barest minimum for effective management of the institutions.

Keywords: Communication, communication barriers, effective management, university.

Introduction

Communication is vital in the management of any organization as it touches all facets of life. Human beings who constitute an organization must communicate, verbally or non-verbally if the organization's goals must be achieved. Gamble and Gamble (2010) define communication as the deliberate or accidental transfer of meaning. It is the process that occurs whenever someone observes or experiences behaviour and attributes meaning to that behaviour. There are certain common elements that further help define the communication process. The elements are sender, message, channel, receiver, feedback and noise.

The communication process begins with a sender who transmits or sends a message. The sender, also referred to as the encoder, must choose appropriate words or non-verbal signs to transmit the intended message. The channel, also sometimes called medium, is the method used to deliver a message which is received by the receiver. The receiver, on receiving the message must attach meaning to the words or non-verbal signs and subsequently sends a feedback to the sender or originator of the message. Noise is also considered as an element of

communication in that when not properly put in check, it can cause a barrier to effective communication.

Effective communication is an essential ingredient in organizational accomplishment. According to Akinnubi, Gbadeyan, Fashiku and Kayode (2012), effective personnel management is a function of effective communication as management involves working with and through others to achieve corporate goals. In the university system, effective communication is encouraged as it helps to build relationships and facilitates achievement of goals. Ijaiya, cited in Akinnubi et al (2012), argue that a school manager cannot organize his staff, coordinate and control their activities as well as delegate responsibilities without effective communication. Morreale and Pearson cited in Alder, Elmhorst and Lucas (2013) assert that when it comes to communication, quality matters in every career. Communication skills are essential to career success and organizational success. From the foregoing, it is apparent that communication is indispensable in organizations like the university system as people who make up the organization must communicate and this could be verbally or non-verbally. Barriers to effective communication can lead to students' unrest and trade disputes by workers' unions in the university. The work place dynamics and the increasing diverse workforce calls for effective communication in the university system. Most times, messages are not delivered appropriately and promptly which can hinder the smooth flow of vital information in the university. Other barriers to communication flow which have been observed in Nigerian universities include ambiguous memoranda, poorly trained personnel, inadequate and obsolete communication gadgets. The overall effect of these communication problems is the inability of many universities to meet up with their mission and vision thus, the need for effective communication network in order to minimize communication barriers that may hinder effective management of Nigerian universities. To this end, this paper examines the channels of communication, importance of effective communication, communication barriers and suggests how communication barriers can be closed in order to enhance effective management of universities in Nigeria.

Channels of Communication in the University

The communication channels adopted by university administrators to deliver messages can have a big influence on their effectiveness. New technologies have given administrators and managers a wider range of choices for communication. Before now, the only means of communication in organizations were verbal communication, telephone or written memoranda. Contrarily, today, there are e-mail messages, voice mail, faxes, instant messaging, video conferencing, web conferencing, Facebook, Twitter, cellphones, pagers, texting and more (Alder, Elmhorst & Lucas 2013). The authors further argue that it is important to evaluate the various channels of communication by considering their different characteristics and how those characteristics match the organization's

communication goals. The culture of the organization may also favour some communication channels over others. In some organizations, e-mail and instant messaging can be the norm while some others utilize voice mails. Turner, Grube, Tinsley, Lee and O’Pell (2006) aver that it is important to consider the preferences of Departments or even individuals in an organisation’s overall preference for some channels. Another factor to be considered is using multiple channels in sending a message. For instance, the university administrators, through their information unit may decide to distribute memoranda or bulletins and later do a follow-up with email messages to the target audience or receiver. According to Fashiku (2016), there are various channels of communication in an organization and these include:

Oral or Verbal Communication: This is the commonest form of communication and it involves talking; one person to another, face to face verbalization, intercoms, workshop, meetings, conferences and the likes. It is adjudged the most effective means for immediate feed- back. It is used frequently for internal communication. Among its advantages is that speech can be reinforced with facial expressions, gestures, voice inflection and many other physical devices. This communication method is in use and should be encouraged in the Nigerian university system.

Written Communication: Written communication is a major means of external communication. It includes; letters, memo, circulars, report, cables, telex, fax, minutes of meetings and a host of others. These are pre servable for records, references and legal defense. It also provides uniformity in policy and procedures in the universities. One major flaw of written communication is its inability to give an instant feed-back to ensure whether the message is understood or not.

Nonverbal Communication: They are very important form of communication because the real intention of communication is shown through body gestures of different types as the eye contact, facial expression, voice inflection, gestures, postures, dress, and the physical setting. (Nwankwo cited in Fashiku 2016). In fact, as commonly said, action speaks louder than voice and this makes non verbal communication to be more effective than oral and written form of communication in the university.

Visual Communication: It is equally effective because it involves the use of relevant pictures which mirrors the situation in real life. Visual communication includes the use of chalkboard, over-board protector and multisensory communication system that can be used in facilitating learning and understanding at seminars and workshops and in the universities.

Communication by Means of Electronic and Mechanical Devices: With rapid technological improvement in the society, people have been able to communicate

through the use of electronic and mechanical devices especially over long distances. Such devices include the use of telephone, radio phone, hand set, e-mail, fax, internet and the likes. All these modern communication devices that make the whole world a global village and assist the universities' organization in the effective management of information. The use of these electronic devices has gone a long way in assisting the university programme in Nigeria.

In the current information age, universities are expected to utilize digital technology to improve communication as Information Communication Technology (ICT) has become part of our everyday life. Tosun and Baris (2011) affirm that using ICT in education has become one of the most effective factors in school improvement. In some Nigerian universities, digital technologies are being used for communication during management meetings, seminars and lectures. University administrators are expected to adopt innovative network services that can enhance effective communication process. Iroegbu and Etim (2017) argue that one of the most reliable ways of holding meetings is through teleconferencing which has become reliable due to globalization and rapid advancement in technology. Some technologies that connect people in offices and schools are telephones / wireless networks, video conferencing, electronic presentations, social networking and many others. However, Bovee and Thill (2013) stress on the need for managers to guide their employees in productive use of information tools because the speed and simplicity of the tools is also one of their greatest weaknesses.

University Management

Generally, management connotes getting things done through other people's effort. However, Stoner and Wankel cited in Olagboye (2004) defines management as a process of planning, organizing, leading and controlling the efforts of members of an organization and all other organizational resources to achieve stated organizational goals. Also, Daft cited in Jimoh (2013) views management as the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading and controlling organizational resources. These functions of management as highlighted in the above definition are not different from that of educational management which according to Olagboye (2004) is a process of planning, organizing, influencing and controlling the efforts of the operators of the education system to achieve stated goals of education. The university, as an educational system can be considered as the largest and highest level of education in Nigeria with staff and students from diverse culture and background. According to Mullins and Christy (2013), organizations are made up of their individual members and the individual is a central feature of organizational behavior. For effective organizational performance, university managers or administrators must respond to diversity and a work climate that respects individual differences through meaningful communication. Management, as it

relates to the university system and other school systems, the Vice Chancellor, Deputy Vice Chancellor and other Principal Officers, management staff, academic and non-academic staff all perform veritable management functions geared towards the realization of the school's goals. Undoubtedly, these management functions can only be efficiently carried out with the aid of effective communication as communication is inescapable in the effective management of the university system.

Types or Forms of Communication in the University.

In the university environment, just like in any other organization, there exists both formal and informal communication networks. Under the formal network, ideas and information flow along the lines of command within the institution and between the institution and its external audience. On the other hand, in the informal communication network, information does not always follow channels of communication.

Formal Communication Network: Vertical and horizontal flow of communication are the most common ways of communication. Diagonal flow of information in addition to this, include all forms of communication that cut across an organization's chain of command. In the University system, vertical communication is the method employed by the management in sending orders, giving directives, indicating goals, making policies and sending memoranda to the staff in the struggle for goal attainment. Letters, circulars, telegrams, e-mails, advertisements, memoranda are good examples of formal channels of communication in the university system.

Downward Communication: This is a form of communication flow from the top element of the organization to the bottom. It is a communication flow that is transmitted down the vertical lines of the organization from the top level of the management to the employee. This is synonymous to the chain of command or line of authority in the organization. In the university system, this type of communication will be of use in; giving specific instructions, bringing about understanding of work relationship, providing information about procedures and practices in the system, providing evaluation feedback to the subordinates and providing a sense of mission by indoctrinating in them organizational goals and objectives. This system is an integral part of the traditional organization where the university belongs.

Upward Communication: According to Omoike (2013), communication that flows to a higher level in an organization is called upward communication. This form of communication is usually informative rather than directive. Fashiku cited in Fashiku (2016) posits that it is a channel through which the low ranking staff

relay their disaffection to the management. Besides the fact that upward communication makes the subordinates to represent an important source of ideas for improvement, the following are its relevance in the university system ; it reveals the degree to which the subordinates accept the ideas passed to them by the management, it motivates the subordinates to defend and support the policies made jointly with the management, encourages subordinates to make useful contributions to the improvement of the organization and helps the management to find solutions to the problem of the organization.

Horizontal Communication: Agbato cited in Omoike (2013) views this form of communication to involve those outside the chain of command or people from several different units in the organization. It can also be referred to as communication that flows along the horizontal lines of the organization structure. Olubadewo cited in Fashiku (2016) observed this type of communication to involve lateral communication between those at equal levels of the management hierarchy and staff functions of the organization. Lateral communication allows various departments and faculties to work together in solving problems and relate information of common interest. This promotes team work. Horizontal communication seems to be more effective in an organisation because of the free atmosphere associated with the encoder and the decoder.

External Communication: This is communication that takes place between the university management and external groups and stakeholders such as parents, members of the community where the school is located, banks, religious bodies, government and non-governmental organizations and other institutions.

Informal Communication Network: According to Fashiku (2016) informal communication represents all modes of communication which are not formalized in the organization. Often times, when formal channel of communication fails, informal communication can be very strong and may in some cases take precedence over formal communication. Informal communication may be in form of advice, information, discussion, gossip and rumour or the grape vine. The inherent danger in this method is that the informal communication, (rumour and gossip) which is mostly half-truth or complete falsehood is usually detrimental to the attainment of the organizational aims and objectives. This should be discouraged in management. Therefore, employees should always be promptly kept abreast of any information that has to do with their job in good time in the university system.

Importance of Effective Communication

The importance of effective communication in the management of universities is incontestable as no institution can plan, coordinate, control, direct or organize the

limited human and material resources available at its disposal. When there is effective communication by management, communication gaps and barriers are eliminated and educational goals are achieved. This relates to the view of Morgan (2002) that the success of managerial actions depends to a large extent on the effective use of communication process. Scott and Mitchell cited in Muraina (2014), mentioned four major functions of communication as follows:

- (a) Communication gives employees the opportunity of expressing their feelings and also serves as medium of resolution of conflicts, reducing tension and refining direction for individuals.
- (b) It serves motivational function of encouraging achievement in subordinates.
- (c) It provides the necessary information for decision making.
- (d) It is used to control activities in an organization (school).

Similarly, Omoike (2013) alludes that effective communication is significant for managers in the organization so as to perform the basic functions of management. Continuing, Omoike added that communication serves as a foundation for planning in the sense that all the essential information must be communicated to the managers who in turn must communicate the plans for implementation.

In the same vein, Atambo & Momanyi (2016) emphasise that through proper communication, information is timely, there is proper work coordination, the management is able to give instructions to employees in the lower cadres, employees are in a position of airing their views to the management on matters affecting their performance and also the management is able to get feedback on employees' performance. In a study by Muraina (2014), it was discovered that there was a positive and significant relationship between communication skills and principals' administrative effectiveness which implied that for effective administration and management of schools, communication is paramount.

Communication Barriers in Universities

Communication barriers occur when messages are poorly delivered and are not properly acted upon by the receiver thereby defeating the purpose or aim of communication. Communication barriers in the university can lead to poor management and breakdown in its relationship between the internal and external audience. It can also lead to students' crisis. Odu (2013) found that some school authorities have lukewarm attitude towards responding to students' complaints which often times lead to students' crisis. The study further revealed that students in most cases lay their complaints through proper channels to air their grievances but are treated with slash or silent reproach. Apparently, effective communication flow is indispensable in management of staff - students' relationship in the university system. As such, it is important to examine some barriers to

communication that can disrupt the flow of information which can adversely affect the overall goals of the university system. These barriers include:

Ambiguous memoranda: This is a situation whereby memoranda convey vague information concerning staff and students. When memoranda are written in ambiguous words, they constitute semantic noise and do not pass the intended message, as often times, the receiver tends to misinterpret the content. There are other instances when memoranda totally contradict the intended message by the sender. When this happens, there will be a communication breakdown which results to poor management of universities.

Poorly trained personnel: This is when the personnel assigned to handle mails are not professionally trained to carry out such important official duties. Communication, which is a complex process is usually taken for granted and left in the hands of non-professionals in the university system. For instance, in many Nigerian universities, the Public Relation Units are not managed by professional communication managers while some staff who are assigned to bring up memoranda in the various units or departments are not thorough. In addition, many clerical officers are not well trained in handling mails while many messengers charged with the duty of dispatching mails cannot read thereby distributing wrong mails to the wrong destination.

Inadequate and obsolete communication gadgets: This is a situation whereby modern means of communication are not readily available. The intercom system of communication which is one of the fastest means of communication is not available in many Nigerian universities. Even when some gadgets are available, they are obsolete. As a result, there is poor information storage and retrieval system.

Delayed feedback: Feedback enables the university management to know the effectiveness or impact of the information disseminated. It is through feedback that management will know what the staff and students feel about new school policies and working practices. Also, delayed or absence of feedback on the part of management to messages from subordinates, staff and students can lead to rumour. Rumour, which most times is fabricated and circulated by persons in order to tarnish one's image usually emanate as a result of poor flow of information.

Use of inappropriate communication channel: A communication channel is a medium through which messages are transmitted and received. Selecting the most appropriate channel of communication is an important issue to be considered as each channel of communication affects the receiver in different ways. Often, appropriate communication channels are not utilized in the dissemination of

information from management to staff and students. Some communication channels available in the university system are face- to-face communication channels, written communication (memos, bulletins, school magazines, annual reports) and other electronic means such as telephone and the social media.

Wrong timing: This occurs when information is not provided timely or does not get to the target audience promptly. When a particular information demands immediate action and it does not get to its destination timely, it can slow down the decision making process and undermine administrative effectiveness.

Other barriers to communication flow in the university system as summarized by Nwanko in Fashiku (2016), include:

Content barrier: This occurs when there is a systematic distortion in the message sent out. Words mean different things to different people. Semantic distortion occurs when the message passed or instruction given contains some ambiguous words in the language used. The message is incomplete and unclear as the receiver may misinterpret it entirely. Such situation may cause confusion and uncertainty. This barrier affects both senior and junior staff of the universities when they interact through writing.

Organizational barrier: This problem is often experienced in many academic institutions. The subordinate expects the superior office to criticize him /her privately because of his poor ability. The superior officer may instead scold the subordinate in the presence of other colleagues. Such action of the superior officer may make the subordinate feel indifferent and fail to get the message sent correctly.

Physical barrier: This refers to a wall of separation between the superior officer and the subordinate. Such physical demarcation may hinder information flow or cause delay in message delivery especially when the distance between the superior officer and the subordinate is far apart in the university.

Group barrier: Informal groups exist in the universities; their existence can undermine free flow of communication of the management in times of conflict so that the correct message does not reach the people as intended.

Structural issue: It occurs in a situation where the structure of the university is defective. For example, if the organizational chart of an institution does not clearly show the chain of command in the organization, information can be sent to a wrong person. This may equally lead to a bad job description. Routing is another form of structural barrier in communication. It occurs when information is passed through a wrong channel to a wrong person.

Overloading: This is another common barrier and it connotes sending too much messages to a person to the extent that the content of the message is lost to the receiver.

Other communication issues: Apart from the issues so far raised, problems of contradictions between verbal and nonverbal gestures, noise, distortions, wrong timing, auditory and visual problems, age, health and psychological problems among others serve as barriers to effective communication in the university system.

Causes of Communication Barriers

The following conditions can be said to be responsible for communication barriers in universities.

Individual Perception Process: Mullins and Christy (2013) consider perception as an important aspect of communication which can lead to a barrier to effective organizational communication. The process of perception explains the manner in which information (stimuli) from the environment is selected and organized to provide meaning for the individual. Perception gives rise to individual behavioural responses to particular situations

Workforce Diversity: Diversity includes all characteristics and experiences that define people as individuals. University staff members and students have diverse characteristics and experiences such as ethnic origin, age, parental status, marital status and personality traits. Other diverse characteristics at the work place as pointed out by Mullins and Christy (2013) are gender, early family experiences, social and cultural factors, motivation, attitudes, intelligence and abilities. These diverse characteristics of individuals in the university system can constitute constraints to effective communication flow. Bovee and Thill (2013) emphasize that elements of human diversity can affect communication at every stage of the communication process.

Complexity in Organisational Structure: This can also cause a barrier to effective communication in the university system considering the complex and numerous management levels in the system. Omoike (2013) argues that the greater the hierarchy in an organisation, the more are the chances of communication getting destroyed. Only the people at the top level can see the overall picture while the people at the low level just have knowledge about their own area and a little knowledge about other areas.

Minimizing Communication Barriers in the University

Based on the communication problems highlighted above, it is important to minimize communication barriers for effective university management in Nigeria.

Barriers to effective communication in universities can be minimized by adopting several strategies. Boyer (2016) suggests ways of achieving a culture of communication on campus to include sharing information and soliciting feedback, maintain a social presence by leveraging social media and effectively using the school's websites to provide access to details of policies, programmes and statistics. According to Boyer, an effective and intuitive website which is often the ultimate brand statement for an institution is among the most important tools in higher education. Other strategies are documenting and or clearly publicizing governance policy and developing an emergency communication plan by keeping the line of accessibility open as well as a planned communication strategy. The following are summary of some strategies that can be adopted.

- (a) University managers and administrators should take cognizance of the workforce diversity and be sensitive to individual differences to avoid communication breakdown. Such individual differences could be in form of different background, experiences, value, culture, religion and other factors
- (b) Avoid use of ambiguous words. The simplest language should be used so as not to lose the intended meaning of the message being sent.
- (c) Prompt feedback. Communication cannot be said to be complete until there is response. Delay in responding to a message can lead to chaos.
- (d) Appropriate media should be selected for a particular message and target audience while university management should key into the use of modern communication technology.
- (e) Multiple channels should be encouraged in sending messages while the communication system should be open to avoid mistrust and rumor mongering.

Conclusion

Communication barriers can impede the management process as effective communication is regarded as the life blood of any organization. When communication barriers are eliminated, management's relationship both within the university and with the external audience are maintained and strengthened. Also, effective communication reduces the risk of rumors and speculations which can be detrimental to the achievement of educational goals. A prominent communication challenge is the choice of appropriate channel of communication for the prompt and accurate dissemination of information in the sense that most times, vital information do not get to the target audience at the right time.

Recommendations

1. University management should optimally utilize the numerous channels available and solicit feedback by periodically conducting surveys.
2. The use of ambiguous words by university managers in memoranda should be discouraged and information should be disseminated timely in order to avoid mistrust among members of the university system.
3. The use of third party by university managers in communicating vital information should not be allowed so as to prevent distortion of information which can be chaotic while team work should be encouraged to create a conducive academic environment.
4. Professional communication managers should be appointed by the university management to head Public Relation Units in Universities. Also, workplace communication training should be organized periodically by university management for management staff in various units or departments.

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PRINCIPALS' APPLICATION OF PERSONNEL AND FINANCIAL MANAGEMENT PRACTICES FOR EFFECTIVE ADMINISTRATION OF SECONDARY SCHOOLS IN AWKA EDUCATION ZONE, ANAMBRA STATE, NIGERIA

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Abstract

The main purpose of the study was to determine principals' application of personnel and financial management practices for effective administration of secondary schools in Awka Education zone, Anambra State, Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study comprised 116 principals made up of 61 public secondary schools principals and 55 private secondary school principals in the zone. Instrument for data collection was a structured questionnaire developed by the researchers. The instrument was validated by three experts in business education. The instrument was further subjected to reliability testing through a pilot test on 20 principals, ten from private and ten from public secondary schools in Enugu State who were not included in the population of the study. The application of Cronbach Alpha on the obtained data yielded coefficient values of 0.78 and 0.82 for the two clusters of the instrument with an overall reliability co-efficient of 0.80. Data collected were analyzed using mean, standard deviation and t-test. Findings of the study revealed that principals in public and private secondary schools applied personnel and financial management practices for effective administration of secondary schools to a moderate extent, and that public and private secondary school principals did not differ in their mean ratings on their application of personnel and financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria. Based on the findings, it was recommended among others that the Post Primary School Service Commission should organize training programmes and conferences for principals in secondary school where they will be educated on the need to understand the strategies for motivating and rewarding staff for greater performance on the job.

Keyword: Principals, Application, Personnel, Financial, Management, Practices, Effective, Administration, Secondary, Schools

Introduction

Education is the foundation for the facilitation of social and economic growth of any nation. It is meant to pass on to the new generations the existing knowledge of their physical environment; to introduce individuals to the organization of society, teach them skills for performing their jobs and enjoying their leisure, as well as to inculcate sound moral values in them for their own benefit and that of the society. This view is strengthened by the Federal Republic of Nigeria (FRN) (2013) which views education as an instrument par excellence for effecting national development. According to Nwaka (2010), education is a positive preparation for life and in life. It could be formal and informal.

In Nigeria, formal education is carried out in three stages; primary, secondary and tertiary levels. The secondary level of education which is the focus of this paper is the phase of education students receive after primary school and before the tertiary level. Its importance lies in its position both as the bridge between the primary and tertiary education and as the agent for preparing individuals for useful living in the society (Udalla, 2012). The ownership of secondary schools in Nigeria is categorized as privately owned and government owned. The secondary schools owned by the government are referred to as public schools while those owned by others (religious organizations, non-governmental organizations and individuals) are known as private schools. All secondary schools, irrespective of ownership, have common objectives. Hence, the Federal Republic of Nigeria (2013) enumerated the broad aims of secondary school education as preparing people for useful living in the society and for higher education.

For the goals of secondary education to be achieved, school administrators should apply management practices that would help improve school processes and activities. This is because the underlying basis of secondary school administration and management is the existence of adequately trained administrators with a set goal or aim, and members who have roles assigned to them and a person at the top who coordinates activities to attain the already set goals of the school. Such a person in the secondary school is called the principal.

Principals in secondary schools are the chief executive officers of the schools and they are the head of the school management team. The principal directs the way things are done in the school. Thus, principals are in charge of the management of schools. For principals to effectively administer the day to day activities of secondary schools they have to effectively apply management practices of building trust, being visionary leaders, communicating effectively the vision of the school to all stakeholders and being exemplary leaders. In line with this Ezeani (2012) asserted that the core areas of management in education are staff/personnel management and financial management.

Personnel management is the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of appointed

staff in order to achieve the organisation's set-goals and objectives. It could also be defined as the effective utilization of human resources in an organization through the management of people and related activities (Owojori & Asaolu, 2010). This, Udalla (2012) averred that:

for effective school personnel management, the school administrator should understand recruitment procedures, selection and maintenance of qualified staff attending to equity and diversity; understand staff utilization according to student achievement and development, best practices, efficiency, cost and quality; understand labour relations, collaborative negotiations, and contract management; understand theories, principles and best practices of staff supervision and evaluation to effectively implement of standard-based instruction and assessment and understand a variety of theories, principles and best practices of professional development, which will result in improved professional practice among others.

Continuing, Udalla argued that a competent school administrator makes the best use of time, money and staff available to him through effective management. He gets things done through effective coordination and supervision. Just like personnel management, financial management is another important aspect of school management.

Financial management is the performance of management actions connected with the financial aspects of a school for the achievement of effective education (Joubert & Bray, 2007). One important factor in this definition of financial management is that a connection is made between the management tasks and the financial aspects of a school. The implication is that the management of school finances involves the task of planning (budgeting), organising (coordinating), leading (communicating and motivating), as well as controlling (auditing). In this respect, organising of school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities (Ntseto, 2009). Motsamai, Lynette and Corene (2011) suggested that leadership in financial administration involves three aspects, namely: sound relationships, communication with all stakeholders (internal as well as external) and motivation of all the people concerned with school finances.

Sadly, this has not been the case in secondary schools in Awka Education Zone. This is because it appears that many secondary school principals do not adequately plan for their school programmes and fail to apply basic personnel management practices like the inclusion of staff in the school decision making processes. It is further visible in cases of duplication of functions and general lack of direction in task performance among school principals in secondary schools (public and private) in Awka Education zone of Anambra State, Nigeria. This thus leads to

wastages and mismanagement of financial and material resources in schools. The researchers are worried that if these conditions are left unchecked, it will affect the quality of secondary education in the Zone. Thus the need for this study, which sought to determine principals' application of personnel and financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent do principals apply personnel management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria?
2. To what extent do principals apply financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of public and private secondary school principals in Anambra State on the extent they apply personnel management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria.
2. There is no significant difference in the mean ratings of public and private secondary school principals in Anambra State on the extent they apply financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria.

Methodology

Descriptive research design was adopted for the study. The study was carried out in Awka Education Zone of Anambra State, Nigeria. The Education Zone is made up of five Local Government Areas, namely Anaocha, Awka – North, Awka – South, Dunukofia and Njikoka. The population of the study comprised 116 principals made up of 61 public secondary school principal and 55 private secondary school principals in the Zone. The entire population was used for the study because the population size was manageable. Instrument for data collection was a structured questionnaire developed by the researchers and titled “Questionnaire on Personnel and Financial Management Practices for Effective Administration of Secondary Schools (QPFMPEASS)”. The instrument had two sections; A and B. Section A elicited information on respondents school type. Section B has two clusters B1 and B2. Cluster B1 contains information on principals' application of personnel management

practices while cluster B2 elicited information on financial management practices applied by secondary school principals. The instrument was structured on a 5- point rating scale of Very High Extent, High Extent, Moderate Extent, Low Extent and Very Low Extent. The instrument was validated by three experts in the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University. The instrument was further subjected to reliability testing through a pilot test on 20 principals of private and public secondary schools (ten from each group) in Enugu State who were not included in the population of the study. The application of Cronbach Alpha reliability method on the obtained data yielded coefficient values of 0.78 and 0.82 for the two clusters with an overall reliability co-efficient of 0.80. Out of the 116 copies of questionnaire distributed, 104 copies which is made up of 56 for public secondary school principals and 48 for private secondary school principals were properly completed successfully retrieved and were used for data analysis. Data collected from the respondents were analyzed using mean and standard deviation to answer the research question while t test was used in testing the hypotheses.

The mean value was used to answer the research questions while standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The item by item analysis was made and decision based on the real limits of numbers of Very High Extent (4.50-5.00), High Extent (3.50-4.49), Moderate Extent (2.50-3.49), Low Extent (1.50-2.49) and Very Low Extent (0.50- 1.49). The t-test was used to test all the null hypotheses at 0.05 level of significance. Where the calculated t value is less than the critical value of t, it meant that the variable did not significantly affect respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t value was equal to or greater than the critical t value, it meant that the variable has a significant effect on the respondents' mean ratings and the hypothesis was rejected.

Results

Research Question 1

To what extent do principals apply personnel management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria?

Table 1: Mean Ratings of Public and Private Secondary School Principals’ on the Extent They Apply Personnel Management Practices for Effective School Administration

S/ N	Aspects of Personnel Management Practices	N ₁ =56 Public SS principals			N ₂ = 48 Private SS principals		
		\bar{X}_1	SD	Remarks	\bar{X}_2	SD	Remarks
1.	Understanding staff recruitment procedures.	2.07	0.73	Low Extent	3.37	0.77	Moderate Extent
2.	Appropriately motivates and rewards performing staff.	2.27	1.04	Low Extent	2.87	0.99	Moderate Extent
3.	Engaging in collaborative negotiation.	2.19	0.85	Low Extent	3.25	0.98	Moderate Extent
4.	Having proper knowledge of labour regulations.	3.47	1.09	Moderate Extent	1.83	0.77	Low Extent
5.	Involving staff in the decision making process.	2.16	0.62	Low Extent	1.87	0.63	Low Extent
6.	Delegating duties to competent staff.	3.33	1.07	Moderate Extent	3.13	1.10	Moderate Extent
7.	Encouraging staff development programmes.	2.27	0.81	Low Extent	2.12	0.94	Low Extent
8.	Encouraging team spirit among staff.	2.14	1.13	Low Extent	3.47	1.04	Moderate Extent
9.	Good conflict management ability.	3.68	1.17	High Extent	3.42	0.62	Moderate Extent
10.	Seeking opinion from other stakeholders	2.48	1.02	Low Extent	4.32	1.01	High Extent
11.	Reporting employee grievances to the proprietor/government	4.08	1.02	High Extent	3.42	1.03	Moderate Extent
12.	Giving feedback to staff on decisions made by proprietor/government and regulating bodies.	4.35	0.71	High Extent	3.69	1.11	High Extent
13.	Leading by example. For instance proper time management and punctuality to school and meetings.	3.46	1.20	Moderate Extent	4.11	0.81	High Extent
14.	Properly supervising staffs commitment to duty. For instance through classroom visits.	2.79	1.04	Moderate	3.68	0.94	High Extent
Grand Mean		2.91	0.96	Moderate Extent	3.22	0.84	Moderate Extent

Data in Table 1 reveal that principals of public secondary schools applied items 9, 11 and 12 to a high extent as shown by the mean ratings of 3.68, 4.08 and 4.35 respectively. They also applied items 4, 6, 13 and 14 with mean ratings of 3.47, 3.33, 3.46 and 2.79 respectively to a moderate extent. However, they rated the application of 7 items, 1, 2, 3, 5, 7, 8 and 10 with mean ratings ranging from 2.07 to 2.48 to a low extent. The standard deviation scores of the items ranging from 0.62 to 1.17 showed that the respondents' opinions are related. The grand mean of 2.91 shows that public secondary school principals in Awka Education Zone, Anambra State, Nigeria applied personnel management practices to a moderate extent.

On the other hand, principals of private secondary schools applied items 10, 12, 13 and 14 with mean ratings ranging from 3.68 to 4.32 to a high extent, items, 1, 2, 3, 6, 8, 9 and 11 with mean ratings of 3.37, 2.87, 3.25, 3.13, 3.47, 3.42 and 3.42 respectively to a moderate extent. They also applied items 4, 5 and 7 with mean ratings of 1.83, 1.87 and 2.12 respectively to a low extent. The standard deviation ranging from 0.62 to 1.17 showed that the respondents' opinions are close. The grand mean of 3.22 indicated that principals of private secondary schools in Awka Education Zone, Anambra State, Nigeria applied personnel management practices to a moderate extent.

Research Question 2

To what extent do principals apply financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria?

Table 2: Mean Ratings of Public and Private Secondary School Principals’ on the Extent They Apply Personnel Management Practices for Effective School Administration

		N ₁ = 56			N ₂ =48		
S/N	Aspects of financial Management Practices	\bar{X}_1	SD	Remarks	\bar{X}_2	SD	Remarks
25.	Applying knowledge of budget and fiscal planning.	4.07	0.87	High Extent	3.00	0.84	Moderate Extent
26.	Having an understanding of school finances.	3.89	0.86	High Extent	3.22	0.96	Moderate Extent
27.	Demonstrating the ability to plan and manage resources according to school vision and action plans.	2.05	0.89	Low Extent	3.52	1.08	High Extent
28.	Understanding the implications of labour relations, negotiations and contracts on administration.	3.71	0.94	High Extent	2.64	1.11	Moderate Extent
29.	Applying and assessing current and future technologies for school management and business procedure.	2.31	1.11	Low Extent	2.65	1.09	Moderate Extent
30.	Knowing how to evaluate the school financial resources for administrative effectiveness.	3.02	0.91	Moderate Extent	2.55	1.07	Moderate Extent
31.	Effectively managing school finances like the PTA levies.	3.75	0.80	High Extent	3.70	0.91	High Extent
32.	Involving competent staff in managing the school’s financial resources	3.45	1.10	Moderate Extent	3.22	0.89	Moderate Extent
33.	Collaborating with other staff when making decisions on expenditures.	1.94	0.73	Low Extent	2.04	0.83	Low Extent
34.	Collaborating with all stakeholders (community, government, SMEs and multi-national companies) on issues relating to the school finances.	1.81	0.94	Low Extent	2.07	0.91	Low Extent
Grand Mean		3.00	0.91	Moderate Extent	2.86	0.97	Moderate Extent

Data analysis in Table 2 reveal that public secondary school principals applied four items namely, 1, 2, 4 and 7 with mean ratings of 4.07, 3.89, 3.71 and

3.75 respectively to a high extent in their schools administration while they applied items 6 and 8 with mean ratings of 3.02 and 3.45 respectively to a moderate extent and items 3, 5, 9 and 10 with mean ratings ranging from 1.81 to 2.32 to a low extent. The standard deviation scores of the items ranging from 0.73 to 1.11 show that the respondents' opinions were related. The grand mean value of 3.00 indicated that public secondary school principals in Awka Education zone, Anambra State, Nigeria applied financial management practices to a moderate extent for effective administration of secondary schools.

Data in Table 2 revealed that private secondary school principals applied items 3 and 7 with mean ratings of 3.52 and 3.70 respectively to a high extent in their schools administration. They applied six items, 1, 2, 4, 5, 6 and 8 with mean rating ranging between 2.55 to 3.22 respectively to a moderate extent and items 9 and 10 with mean ratings of 2.04 and 2.07 respectively to a low extent. The standard deviation scores ranging from 0.83 to 1.11 showed that the respondents' opinions were related. The grand mean value of 2.86 indicated that private secondary school principals in Awka Education, Anambra State applied financial management practices to a moderate extent for effective administration of secondary schools.

Hypothesis 1

There is no significant difference in the mean ratings of public and private secondary school principals in Anambra State on the extent they apply personnel management practices for effective administration of secondary schools Awka Education Zone, Anambra State, Nigeria.

Table 3: Summary of t-test Analysis of Mean Ratings of Public and Private Secondary School Principals on the Extent They Applied Personnel Management Practices

Variable	N	\bar{X}	SD	df	α	t-cal.	t-crit.	Decision
Public Principals	56	2.91	0.96	102	0.05	1.03	1.96	Not Significant
Private Principals	48	3.22	0.84					

Data in Table 3 show that the calculated t-value of 1.03 at 102 degree of freedom and 0.05 level of significance is less than the critical t value of 1.96. This shows that there is no significant difference in the mean ratings of public and private secondary school principals on the extent they applied personnel management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria. The null hypothesis was therefore accepted.

Hypothesis 2

There is no significant difference in the mean ratings of public and private secondary school principals in Anambra State on the extent they apply financial management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria.

Table 4: Summary of t-test Analysis of Mean Ratings of Public and Private Secondary School Principals on the Extent They Applied Financial Management Practices

Variable	N	\bar{X}	SD	df	α	t-cal.	t-crit.	Decision
Public Principals	56	2.91	0.96	102	0.05	1.03	1.96	Not Significant
Private Principals	48	3.22	0.84					

Data in Table 4 show that the calculated t-value of 1.03 at 102 degree of freedom and 0.05 level of significance is less than the critical t value of 1.96. This shows that there is no significant difference in the mean ratings of public and private secondary school principals on the extent they applied personnel management practices for effective administration of secondary schools in Awka Education Zone, Anambra State, Nigeria. The null hypothesis was therefore accepted.

Discussion

The findings on personnel management practices indicated that public and private secondary school principals in Awka Education Zone, Anambra State, Nigeria applied personnel management practices to a moderate extent. This is in line with Udalla (2012) who noted that most principals in secondary schools in Awka Education Zone, Anambra State, Nigeria are moderately equipped with the requisite skills in handling staff in most secondary schools in Awka Education Zone, Anambra State. Udalla further noted that for schools to be successful, personnel management is an important competence school administrators should possess in order to effectively manage the school programme. The finding is also in line with, Owojori and Asaolu (2010) who asserted that the objectives of school personnel management are to plan and direct activities necessary, to select and assign the best qualified individual staff and students, to provide opportunities for the growth in service for these individuals, and to maintain good interpersonal relationships. This finding also agrees with Olaleye (2013) who revealed that public and private secondary school principals of selected schools in Ekiti State, Nigeria adopted quality improvement measures, encouraged team work with staff and students and participated in academic activities that influenced academic achievement in the school. Olaleye further discovered that the principals were involved in academic activities of students by

supervising teachers' and students' work and discouraging examination malpractices.

The finding further revealed that there was no significant difference in the mean ratings of public and private secondary school principals in Awka Education Zone, Anambra State, Nigeria on the extent they applied personnel management practices for effective administration of secondary schools. This finding agrees with Olaleye (2013) who reported that principals in public and private secondary schools carry out appropriate checks on their staff and students.

The findings on financial management practices showed that public and private secondary school principals in Awka Education Zone, Anambra State applied financial management practices to a moderate extent. This agrees with the finding of Oboegbulem and Kalu (2013) that principals in secondary schools in South East, Nigeria follow the budget guideline specifications in planning and implementing budget but do not defend budget with their bursars. It also corroborates, Ntseto (2009) who stated that organising of school finances should include many aspects such as drawing up a school financial policy, setting up a structure within the school to handle administrative and financial matters, delegating certain functions to clerks, class teachers and the treasurer and coordinating all the activities.

Similarly, Motsamai, Lynette and Corene (2011) suggested that leadership in financial administration involves three aspects, namely; sound relationships, communication with all stakeholders (internal and external) and motivation of all the people concerned with school finances. The authors further noted that harmonious collaboration between academic and administrative staff is a prerequisite for successfully achieving financial objectives in the school system. The findings of the study further revealed that significant difference did not exist in the mean ratings of public and private secondary school principals in Anambra State, Nigeria on the extent they applied financial management practices in their administration. This is in agreement with Oboegbulem and Kalu (2013) who noted that principals in some secondary schools carry out adequate financial management processes in the discharge of their duties.

Conclusion

Based on the findings of the study, the researchers concluded that principals in secondary schools in Awka Education Zone applied personnel and financial management practices to a moderate extent. This shows that both principals in private and public secondary schools do not adequately apply personnel and financial management practices for effective administration of secondary schools in Awka Education Zone.

Recommendations

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

1. The Post Primary School Service Commission should organize training programmes and conferences for principals in secondary schools to educate them on the need to understand the strategies for motivating and rewarding staff for greater performance on the job.
2. The federal and state governments through the ministries of education should go into partnership with financial organizations who will assist them in mapping out effective financial practices that will best suit public and private secondary schools and also train principals on effective school financial management practices.
3. Principals and administrators of secondary schools should integrate the use of technology in the management of school finances. This will to a great extent reduce financial misappropriations and errors in the management of the school finances.

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HUMAN RESOURCE MANAGEMENT PRACTICES AND ACADEMIC STAFF TURNOVER IN PUBLIC HIGHER INSTITUTIONS IN LAGOS STATE, NIGERIA

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Abstract

The study sought to determine the human resource management practices in public (Federal and State government owned) higher institutions in Lagos State from 2001-2010 and the extent to which the same affected turnover in the institutions. The study was anchored on ex-post facto and descriptive research designs. It was guided by two research questions and two hypotheses were tested at 0.05 level of significance. The population was 3,333 academic staff as at 2010 (Federal higher institutions=1960; State higher institutions=1373). A sample of 474 academic staff (Federal=190; State=284), was drawn using stratified random sampling technique and consisting of only those staff that had spent a minimum of 10 years in service at their respective institutions. Two instruments used for data collection were questionnaires developed by the researchers. They are entitled Human Resource Management Practice Questionnaire (HRMPQ) and Records Observation on Academic Staff Turnover from the Institutions. Experts in measurement and evaluation assisted in ensuring the face validity of the instruments. The reliability of HRMPQ was ascertained using test re-test method within an interval of two weeks. The result was analysed using Pearson Product Moment Correlation and which yielded $r=0.89$. All the 474 copies of the instrument administered were properly completed, successfully retrieved and used for data analysis. Data were analyzed using percentages, mean score, Spearman correlation, and the General Linear Model (Univariate Analysis of Variance). These were supplemented with post hoc tests, tables and graphs. The results obtained showed that there is high turnover in both Federal and State higher institutions in Lagos State. However, there is significant difference between of human resource management practices based on types of higher institutions. Also, a significant difference existed between the means of the elements of human resource management practices; There was a strong negative correlation between human resource management practices and academic staff turnover in State higher institutions which was not statistically significant. Based on these findings, it was recommended among others that there should be increase in funding to higher institutions especially State owned ones; that career development opportunities be made for academic staff; and that promotion of deserving academic staff should be effected without undue delay, especially if such staff have met the required minimum standard for promotion

Keywords: Human resource management practices, Academic staff turnover, Retention.

Introduction

High productivity is one of the focal points of effective organizations worldwide. On the contrary, staff turnover is a serious concern for organizations because of its negative effect on productivity in terms of quality and quantity of production. One can therefore say that high productivity encourages organizations to remain in business while high staff turnover can make organizations run down. Both productivity and staff turnover are products of human resource management practices in organizations. The more pleasant and satisfying such practices are to workers, the higher will be productivity and the lower will be staff turnover, if any at all.

Human resource management practices influence employee skills through the acquisition and development of a firm's human capital, to (Snell & Dean (1994). Snell and Dean further argued that providing formal and informal training experiences, such as basic skills training, on-the-job experience, coaching, mentoring and management development can further influence employees' development.

The effectiveness of even highly skilled employees will be limited if they are not motivated to perform. However, human resource management practices can affect employee motivation by encouraging them to work harder and smarter. These suggest that the behaviour of employees within organizations has important implications for organizational performance and that human resource management practices can affect individual employee performance through their influence over employees' skills and motivation and through organizational structures that allow employees to improve on how their jobs are performed. In line with this, Armstrong (2000) suggests an overall human resource plan for organizations which should consider the following measures meant to counteract skill shortages and reduce number of young people entering the labour market.

Looking at factors that can make workers put in their best to productivity in an organization and reduce turnover, Aina (2005) suggests a number of motivating factors such as increased salaries and wages, incentive systems, work ethics, quality and style of supervision of management, knowledge and skills of workers and the reward system of management. Perhaps, it could be said that management's long-standing concern with motivation stems from the fact that low worker motivation is thought to be reflected in such circumstances as low productivity, strikes, personal conflicts between supervisors and their subordinates, absenteeism, and high labour turnover.

Chapman's theory of vocational choice as explained by Allen and Griffeth (1999) is of interest to the focus of the study. The theory of vocational choice posits that "vocational satisfaction, stability and achievement depend on the congruence between one's personality and work environment". Further analysis of this theory in relation to retention and attrition shows that factors like genetic endowment and special abilities, environmental conditions and events, learning experiences and

task approach skills explain why individuals change occupations throughout their lives. High involvement work practices, a principle under human resource management practices and personnel activities, is premised on the fact that the employees are the most important element in the structure of an organization. This principle, when implemented, ensures the survival of the organization. It is therefore imperative that institutions plan and implement programmes that will achieve stated objectives by obtaining, retaining and developing the quantity and quality of human resources they need and whose personality are in congruence with the work environment

Based on the above analogy, academic staff retention and attrition in higher institutions would therefore be a function of personal characteristics, educational preparation, initial commitment to teaching, quality of teaching experience, social and professional integration into teaching, and external influences. By implication, it is essential for organizations to plan the quality of workers serving as inputs into the system, put up measures that will guarantee their retention, motivate and develop them. As depicted by Fig 1 such measures and their results are ideally encapsulated by the human resource management practices of such organizations along with their contradiction and the opposite results in a mirror form.

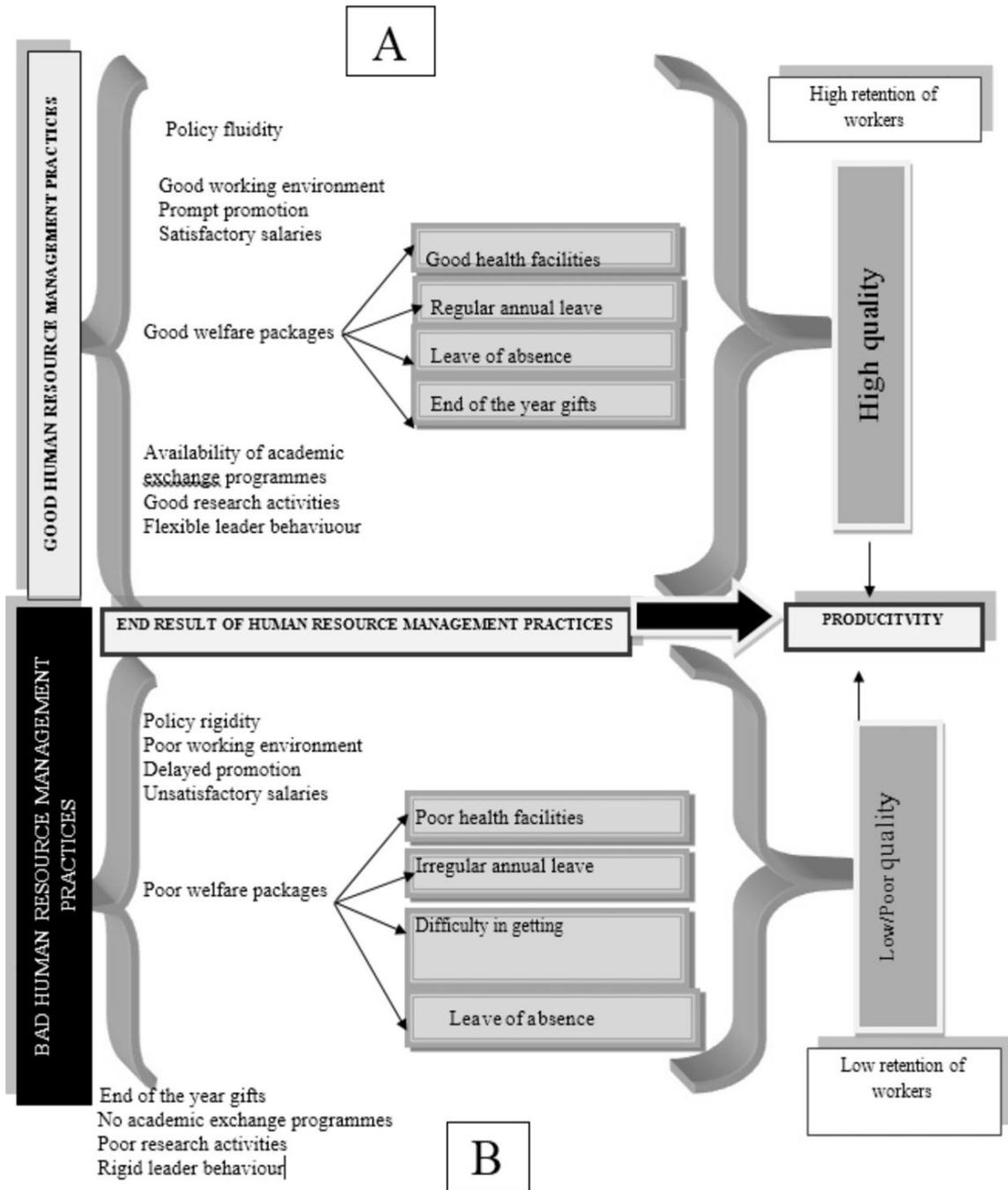


Fig. 1: Human resource management practices, workers' retention and productivity – A theoretical framework (Researcher, 2014)

Figure 1 represents the mirror image of some of the human resource management practices available in organizations, labelled here as A and B. Portion A shows good human resource management practices made up of policy fluidity (or flexibility) of the organization, good working environment, prompt promotion, satisfactory salaries, good welfare packages, availability of academic exchange programmes, challenging research activities, and flexible leader behaviour exhibited by the organization's leader(s). Portion B of Figure 1 is diametrically opposed portion A. All things being equal, portion A would encourage high retention of workers (of good quality) and consequently lead to quality productivity. Whatever the style of human resource management practices adopted, the end result is expected to produce quality output. This will however depend on the quality of the input right from the planning stage.

A number of authors have explored the links between individual human resource management practices and other variables, such as organizational financial performance. For example, Cascio (1991) and Flamholtz (1985) argue that the financial returns associated with investments in progressive human resource management practices are generally substantial. The use of performance appraisals (Borman, 1991) and linking such appraisals and compensation have also been consistently connected with increased firm's profitability (Gerhart and Milkovich, 1992). Scholars have consistently found that the use of human resource management practices positively or negatively enhances or affects some other organizational variables. Specifically, extensive recruitment, selection and training procedures, formal information sharing, attitude assessment, job design, grievance procedures, and labour-management participation programmes, as well as performance appraisal, promotion and incentive compensation systems that recognize and reward employees' merit have all been widely linked with valued organizational-level variables. These policies and procedures have been labelled high performance work practices by the United States Department of Labour (1993).

There have been series of reports and complaints about academic staff members leaving Nigerian higher institutions for greener pastures, explaining the implications for the nation's general growth and development (Okebukola, 2002). Some of the causes have been traced to human resource management practices in such organizations, which has generally been categorized as favourable, unfavourable or satisfactory. Every organization, including, higher educational institutions will prefer to retain its best hands at work, especially academic staff. When organizations adopt high involvement work practices, workers will find it difficult to leave such organizations and the reverse will be the case when organizations hardly involve workers in decision making, especially on matters relating to their welfare. An important implication with respect to using or retaining workers, regarded as critical human assets, is employee retention. Employees are

deemed critical in high-involvement institutions because these institutions will be employee-centered by design. To facilitate this approach, high involvement institutions use human resource practices that develop and support a workforce which is self-programming and self-managing.

Using these descriptions as a base, a number of issues arise here with reference to higher institutions of education in Lagos State, which are at the peak of academic institutions and which stand as pillars that hold the structures of national development. It is worthwhile to examine the human resource management practices that are in these institutions made up of Federal and State Universities; Federal and State Polytechnics; and Federal and State Colleges of Education. Questions may also be raised as to the extent to which these practices encourage academic staff to remain on their jobs or leave for greener pastures and how these practices reflect in the job environment of academic staff. Do these practices negatively affect state owned higher institutions more than their federal counterparts? These are questions that underlie the problem of this study.

The study sought to find out the status of human resource management practices existing in all the public higher institutions in Lagos state and to determine the academic staff turnover (partial and permanent) in the institutions.

Research Questions

The study was guided by the following research questions:

1. What form of relationship exists between human resource management practices and academic staff turnover between Federal and State higher institutions in Lagos state?
2. What are the differences in human resource management practices in higher institutions in Lagos State?

Hypotheses

The following hypotheses were at 0.05 level of significance:

1. There is no significant relationship between human resource management practices and academic staff turnover in higher institutions in Lagos State
2. There is no significant difference between the mean scores of human resource management practices in Federal and State higher institutions in Lagos State

Method

The mixed design of *ex-post facto* and descriptive research designs was used in this study. This is because the researcher did not manipulate any of the variables regarding the study at hand. The events involving the variables had

already occurred and the respective data were collected thereafter from the sampled institutions

The study population was made up of all the academic staff of all the seven public higher institutions in Lagos state. This included the University of Lagos, Akoka, Yaba, Lagos State University, Ojo, Federal College of Education (Technical), Akoka, Yaba, Adeniran Ogunsanya College of Education, Otto-Ijanikin, Yaba College of Technology, Yaba, Akoka, Lagos State Polytechnic, Ikorodu, and Michael Otedola College of Education, Noforija, Epe. The study population was 3,333 academic staff made up of 1,960 academic staff in the federal higher institutions and 1,373 academic staff in the state higher institutions within the time frame of the study (2001-2010).

Six institutions were sampled and this includes the University of Lagos, Akoka, Yaba, Lagos State University, Ojo, Federal College of Education (Technical) Akoka, Yaba, Adeniran Ogunsanya College of Education, Otto-Ijanikin, Yaba College of Technology, Yaba Akoka, and Lagos State Polytechnic, Ikorodu. Thus, Michael Otedola College of Primary Education was therefore not part of the sample. The sample sizes for these institutions were 190 academic staff for the federal institutions and 284 academic staff for the state institutions totaling 474 respondents representing one- third of the population.

Two instruments were used to collect data for the study. These are a researcher-constructed questionnaire tagged 'Human Resources Management Practices Questionnaire' (HRMPQ) and Records Observation on Academic Staff turnover from the Institutions . The HRMPQ has four sections: A, B, C and D. Section A sourced the personal information of the respondents. The elements in this section sourced information about respondents' name of institution, institution's nomenclature, institution's status, educational qualification, academic cadre, gender, year of employment into the institution as a lecturer, and experience as a lecturer. Section B, broken down into 5 sub-sections (B₁- B₅), consists of items on the institutions' pillars of human resource management practices. All these were encapsulated by variables such as 'management's policy fluidity (B₁), management/staff relationship (B₂), state of environment, welfare structure (B₃), research activities (B₄), and other human resource management practices' (B₅). In all, there were 43 items in section B. Section C required respondents to state any other human resource management practices adopted by their institutions in the period under review which were meant to improve productivity and retain academic staff. In section D, respondents were required to tick, as appropriate, the type of academic staff turnover experienced in terms of high or low, good human resource management practices and bad human resource management practices, if applicable.

The other instrument was Records Observation which was constructed to obtain records from various institutions on turnover of staff (partial and permanent) between 2001 and 2010. Specifically, these records were collected from the

institutional staff records released by the Academic Planning units or the Personnel/Establishment Divisions of the institutions under study. The records showed academic staff who had gone on sabbatical, leave of absence, and those who permanently resigned due to the human resource management practices of the institutions from 2001 to 2010.

The questionnaire HRMPQ was validated by experts. The second instrument which was used to collect data from the institutions' records was adjudged valid as it was meant to collect already existing data from the primary source

The reliability coefficient of HRMPQ was established using the test-retest method. This involved a two-time administration of the instrument, allowing for a period of two weeks interval. Data from the two separate times of administration were correlated using the Pearson Product Moment Correlation analysis. A coefficient of 0.89 was obtained which is considered high enough and ensured consistency of the instrument for the study. The second instrument (Records Observation) was also considered reliable by expert judgment for collection of required primary source data. On the scheduled dates copies of the Human Resource Management Practices Questionnaire (HRMPQ) were administered and collected back from participants of the spot. All the 474 copies of the instruments administered were successfully completed, retrieved and used for data analysis. Data were analysed using percentages, arithmetic mean, spearman correlation and general linear model (univariate analysis of variance).

The summary of human resource management practices in the sampled institutions was examined. Elements of human resource management practices considered by the study include policy fluidity (which shows the extent to which management is proactive to situations/ challenges through policies which are consonance with workers survival or the growth of the institutions), management/staff relationship (which shows the connection/ flow of relationship and communication between management and staff members to produce cordial relationship or otherwise), academic environment (which shows how conducive and stress free academic environment is in relation to academic activities, this element shows the extent to which academic staff members are satisfied with facilities within their institutions to make their jobs of teaching research and community services easy, a reflection of management's ingenuity), welfare (this implies how management teams show concern through prompt payments of staff salaries, annual increments, bonuses, health services, housing facilities, leaves,(annual, sabbatical, training, leave of absence) among others.) and research activities (which shows how management encourages research activities in higher institutions especially the support given to academic staff members without PhD through the provision of necessary facilities). See Table 1.

Results

Research Question 1

What form of relationship exists between human resource management practices and academic staff turnover between Federal and State higher institutions in Lagos state?

Table 1: Valued Elements of Human Resource Management Practices in Higher Institutions in Lagos State between 2001 and 2010 (in %)

	Institutions							
	Federal				State			
	UNILAG	FEDCOLL	YABATECH	Mean	LASU	AOCOED	LAGOSPOLY	Mean
Policy fluidity	68.72	69.9	67.21	68.61	66.39	67.87	72.2	68.8
Mgt./staff relationship	71.97	68.58	68.95	69.83	62.4	69.14	71.88	67.81
Academic environment	55.61	53.24	65.01	57.96	54.85	50.78	55.48	53.70
Welfare	60.68	66.25	70.29	65.74	60.23	60.16	64.67	61.69
Research activities	68.72	68.65	74.84	70.74	60.59	67.38	68.01	65.33
MEAN AVERAGE	66.58				63.47			

The result provided that in general, the higher institutions in Lagos state scored 68.7% on policy fluidity (68.6% and 68.8% for Federal and State institutions respectively); 68.8% for management/ staff relationship (69.8% and 67.8% for federal and state institutions respectively); 55.8% for Academic environment (58.0% and 53.70% for federal and state institutions respectively); 63.71% for welfare (65.74% and 61.69% for federal and state institutions respectively); and 68.03% for Research activities (70.7% and 65.3% for federal and state institutions respectively). Overall, the human resource practices for higher institutions in Lagos State were 66.6% for Federal Institutions and 63.47% for State institutions respectively, hence irrespective of the type of institution it was 65.02%.

On a comparative note, the Federal higher institutions have a slight edge over their State counterparts, under the period of review in terms of valued elements of human resource management practices going by mean value of 66.58% as against the 63.47% of the state. An illustration of this difference in terms of implementation of human resource management practices in these institutions is presented in Fig 2.

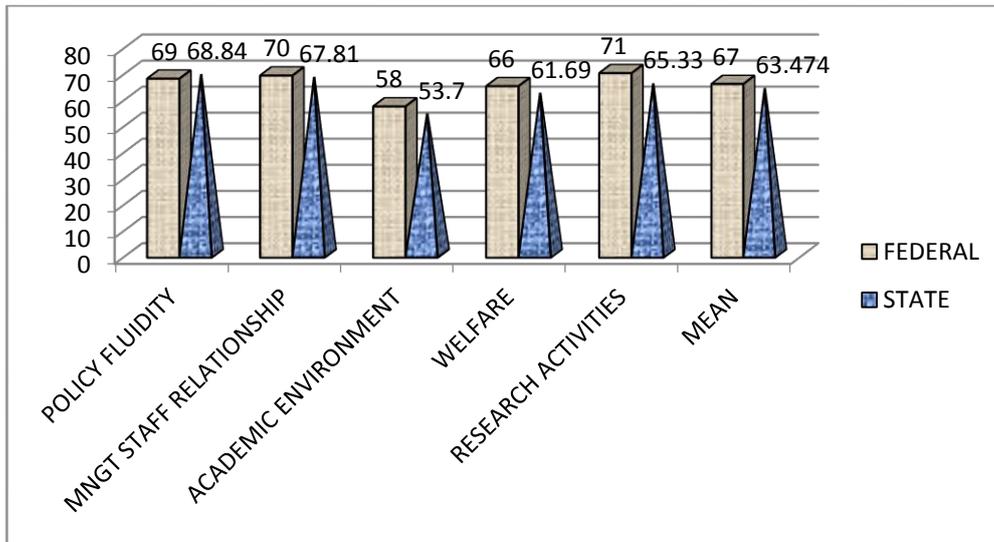


Fig.2: Mean values of human resource management practices between federal and state higher institutions in Lagos State

As mentioned earlier, federal higher institutions have higher mean value than their state counterparts. This indicates that the federal higher institutions have better human resource management practices than state higher institutions.

Research Question 2

What form of relationship exists between human resource management practices and academic staff turnover between federal and state higher institutions in Lagos State?

Table 2: Human Resource Management Practices and Academic Staff Turnover between Federal and State Higher Institutions in Lagos State

Institutions	Federal		State	
	Mean	SD	Mean	SD
Academic Staff	33.20	6.797	32.20	7.190
Human resource Practices	66.58	5.172	63.47	6.119

An inverse relationship was observed between human resource management practices and academic staff turnover in higher institutions. When there are good or pleasant human resource management practices there is low turnover. It was also noted that the federal institutions had better human resource management practices than their states counterparts with a mean value of 66.58% and 63.47% and with Standard Deviation (SD) of 6.797 and 7.190 respectively.

Hypotheses Testing

Hypothesis 1

There is no significant relationship between human resource management practices and academic staff turnover in higher institutions in Lagos State.

In order to test this null hypothesis, the General Linear model (Univariate Analysis) was applied to compare and contrast the human resources management practices between the Federal and state higher institutions in Lagos State. Thus, the scores on the elements of human resource practices was the dependent variable for which the type of institutions (Federal and state) performances where contrasted, using a 2 X 5 factorial design.

Table 3: Summary of Correlation Analysis between Human Resource Management Practices and Academic Staff Turnover in Higher Institutions in Lagos State

Variable	N	Mean	SD	df	r.cal	r.val	Decision
Academic Staff Turnover	5	32.20	7.190	8	-.800	.104	*
Human Resource Practices	5	63.47	6.119				

* Significant at 0.05 Level (2 tailed)

Table 3 results returned a mean of 32.20 academic staff turnover for State higher institutions, with a standard deviation of 7.190 and mean of 63.47 and standard deviation of 5.172 for human resource management practices. There was a strong negative correlation between human resource management practices and academic staff turnover in State higher institutions which was not statistically significant ($r_s(5) = .600, p > .05$)

Hypothesis 2

There is no significant difference between the mean scores of human resource management practices in Federal and State higher institutions in Lagos state.

The Spearman correlation was employed to test the second hypothesis. The data obtained in respect of human resource management practices in State higher institutions and the academic staff turnover in the institutions for the same time period was analyzed.

Table 4: Summary table of tests of between-subjects effects on differences between the means of human resource management practices in Federal and State higher institutions in Lagos State

Source	Type III SS	df	MS	F	Sig.	PEtaSqd	Nt. P	O P ^b
Corrected Model	842.392 ^a	9	93.599	6.535	.000	.746	58.815	.998
Intercept	126841.016	1	126841.016	8855.988	.000	.998	8855.988	1.000
<i>Type of Institution</i>	72.199	1	72.199	5.041	.036	.201	5.041	.570
<i>Elements of HRP</i>	740.513	4	185.128	12.926	.000	.721	51.702	1.000
<i>Type of Instn * Elements of HRP</i>	29.679	4	7.420	.518	.723	.094	2.072	.148
Error	286.453	20	14.323					
Total	127969.860	30						
Corrected Total	1128.844	29						

a. R Squared = .746 (Adjusted R Squared = .632)

b. Computed using alpha = .05

From Table 4, the result of the tests of between subjects effects that were performed revealed that significant differences existed between the means of human resource practices for the type of institutions ($F(1, 20) = 5.041, p < .05$). The results further provided that significant difference existed between the means of the elements of human resource practice, $F(4, 20) = 12.926, < .05$ (see Table 4).

The results of the main effects were however not substantiated by the interaction effect result which provided that no significant difference existed between the means of human resource practices between Federal and State higher institutions in Lagos state ($F(4, 20) = .518, p > .05$).

A post hoc test, Duncan test, (see Table 5), that was performed on the mean scores for the elements of human resource practices in the tertiary institutions, in general revealed that three homogeneous groups existed: the mean for academic environment formed the first homogeneous group; the mean for welfare and research activities formed a second homogeneous group while the means for research activities, policy fluidity and management/staff relationship formed the third homogeneous group. The means for welfare was homogeneous to the first and the last groups. The ordering of the means was management/staff relationship > policy fluidity > research activities > welfare > academic environment.

Table 5: Post hoc (Duncan) test on the means of elements of human resource practices in Federal and State higher institutions in Lagos state

Elements of Human Resource Practices	N	Subset		
		1	2	3
Duncan ^{a, b}				
Academic Environment	6	55.8283		
Welfare	6		63.7133	
Research Activities	6		68.0317	68.0317
Policy Fluidity	6			68.7233
Management-staff Relationship	6			68.820
	Sig.	1.000	0.062	0.737

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 14.323.

a. Uses Harmonic Mean Sample Size = 6.000.

b. Alpha = .05.

Discussion

The result provided that in general, the human resource management practices for higher institutions in Lagos State irrespective of the type of institution was 65.02% (66.6% for Federal Institutions and 63.47% for State institutions respectively). Considering the individual elements of human resource practices however, the higher institutions in the state scored 68.7% on policy fluidity (68.6% and 68.8% for Federal and State owned institutions respectively); 68.8% for management staff relationship (69.8% and 67.8% for Federal and State institutions respectively); 55.8% for Academic environment (58.0% and 53.7% for Federal and State institutions respectively); 63.71% for welfare (65.74% and 61.68% for Federal and State institutions respectively); and 68.03% for research activities (70.7% and 65.3% for Federal and State institutions respectively).

Examination on the level of efficiency on each element showed that the higher institutions had the best performance in the area of management/staff relationship. This was followed by policy fluidity, then, a research activity, which was followed by welfare, while academic environment had the least score. The result of the test of the null hypothesis revealed that significant differences existed between the mean ratings of human resource management practices based on the type of institutions. In other words, the federal and state owned higher institutions performed differently, with the advantage on the side of the federal institutions.

The results further provided that significant difference existed between the means of the elements of human resource practice. In other words, the level of performance on the elements of human resource practices differs significantly. The

performance on research activities, policy fluidity and management/staff relationship made a similar category that was better than the performance on welfare and research activities, which formed a second category, while the performance on Academic environment stood out as the last and seems not to have been properly attended to by the institutions.

There was however, no significant difference between the mean scores of human resource management practices between Federal and State higher institutions in Lagos State. In other words, the differences that existed in the human resource practices between the federal and state owned institutions were found to be insignificant as they performed similarly on the overall basis, which even then is considered not to be good enough though they are not poor as well.

Braindrain or labour turnover, according to Okebukola (2002) is one of the major challenges facing higher education in Nigeria. As observed in this study therefore, turnover rate in Lagos State tertiary institutions reflect an environment where according to Caplan and Teese (2007) employees feel they are taken advantage of, are undervalued or ignored, helpless or unimportant. Other factors may include inadequate salaries, allowances, housing and promotions (Kamara & Kamara, 2002).

The managers appeared to be impersonal, arbitrary and demanding thus making employees to become alienated, especially, where managers are irresponsive to employee's needs and wants, and making a poor handling of major corporate events, such as mergers or layoffs. It is important therefore, that the human resource practices in Lagos State tertiary institutions (that is, federal and state alike) be scrutinized so as to avoid losing experienced and formidable skilled workforce (Caplan & Teese, 2007; Kamara 2002; Khatri, Budhwar & Fern, 1999).

The null hypothesis two was rejected as significant relationship was observed. This implied that the management practices is the major reason for the turnover that occurs in the Federal and State higher institutions in the state. This perspective finds support in the works of Arthur (1994) and Santhapraj (2005) who found that human resource management practices that is commitment versus control, interacts with turnover to affect the impact on productivity and on employee departure, while pleasant organizational practices are positively related to staff turnover. In other words, the high turnover in Federal and State higher institutions in Lagos State can be accounted for by poor working environment. This situation should be improved upon if the retention of lecturers must be ascertained.

Conclusion

It was concluded that human resource practices between the federal and state owned institutions were found to be insignificant as they performed similarly on the overall basis, which even then is considered not to be good enough though they are not poor as well. Hence, the process of academic staff members moving from one institution to another was a result of bad human resource management practices

in higher institutions resulted into total loss to the academia after investing much in the staff invested much time and resources on such staff.

Recommendations

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

1. University management should ensure that promotion of deserving academic staff university management should ensure that effected without undue delay, especially if such staff have met constituted minimum standard for promotion.
2. The State government should adopt, as a matter of principle or policy, the construction of capital projects annually to meet the physical projects' needs of higher institutions owned by the State. This should include housing projects.
3. Management teams of public higher institutions should always adopt proactive human resource management strategies based on emerging needs.
4. Management teams must recognize workers as the most paramount element in the quest for growth and development in the institutions. In this regard, workers' views about turnover should regularly be sought and the challenges constantly addressed. It may not be associated with salaries, showing concerns for staff welfare and actualizing the best Human Resource Management Practices may produce the desired results.
5. The institutions management should set aside a period or date in each semester or session when staff members can hold 'get-togethers', a form of leisure or relaxation, to encourage group cohesion. This can guarantee workers' retention. Merit should be recognized and commended, by organizing merit/honours awards as this will help promote excellence and serve as a motivation strategy.

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ANALYSIS OF REPETITION RATES IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

In every state of Nigeria Anambra State inclusive, one major problem confronting secondary education is that the total number of students who enroll into schools do not complete the duration of their course or education as at the stipulated time due to many reasons including class failures. This situation is considered as repetition. Repetition constitutes a management problem and drains the limited resources available to education. In view of this, this study was carried out to analyse the rate of repetition in secondary schools in Anambra state, Nigeria. Three research questions guided the study. The study adopted the descriptive survey research design. The population was 781 secondary schools comprising 257 public and 524 private from the six education zones in the state. The sample was 235 secondary schools comprising 78 public and 158 private drawn using stratified and simple random sampling techniques. Data were collected through the use of a researcher designed inventory proforma titled Analysis of Repetition Rate in Secondary Schools in Anambra State. The Proforma was divided into two sections; A and B. Section A contains biodata of the schools while section B contains items specifying enrolment, promotion, and repetition. The instrument was validated by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reliability coefficient of 0.83 for the instrument was obtained using Cronbach Alpha for the test of internal consistency. The researcher used 'on the spot' method to collect data from the respondents. All the 235 copies of the instrument administered were successfully retrieved after completion and were used for data analysis. Data were analyzed using frequency counts, simple percentage scores and the results also expressed in bar graphs. The study revealed that there was low repetition rate in private secondary schools compared to public secondary schools, and that repetition rate was highest in SS1. It was also found out that Otuocha zone has the highest rate of repetition compared to other zones. Based on the findings, it was recommended among others that there should be increased funding to education and that provision of facilities in the schools should be improved.

Keywords: Analysis, Repetition rate, Public, Private, Secondary Schools.

Introduction:

In Nigeria, there are three tiers or levels of education namely; primary, secondary and tertiary. Being the foundation and the first level of education, primary education is given to children between the ages of 6-11. After the completion of primary level of education, a child transits to secondary education. Secondary education under the present 9-3-4 system, is categorised into two tiers of three years each. The first three years is the junior secondary, otherwise known as upper basic while the last three years is referred to as senior secondary. Secondary education is an education given to pupils after the completion of primary education. It is expected that after the completion of primary education (lower basic education); the child will transit to the next level which is the upper basic education and thereafter to the senior secondary education.

The upper basic education is aimed at reducing the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency (Federal Republic of Nigeria, 2013). It is expected that after the completion of the basic education, every child should have acquired appropriate and relevant skills and values; to be able to contribute his or her quota to national development (Etuk, Ering & Ajake, 2012). In view of this, the Federal Republic of Nigeria, (2004), expects 100% transition from primary level to upper basic education in any given academic year. What this means is that given the financial investments in the education sector, the governments in Nigeria, Anambra state government inclusive expect that every child that enrolled in primary education (lower basic education) will successfully undertake the subjects and complete the duration of the study after which he/she will proceed to the next level which is the upper basic education. However, this has not been the case. In like manner, the transition from the upper basic (junior secondary) to the senior secondary school is equally experiencing a very low percentage as many students who complete the upper basic for one reason or the other seem not to transit to the next level; a situation which is referred to as repetition.

Repetition is a condition where a student undertakes the same course(s) or class(es) he/she has done previously, which could be as a result of many factors. According to Derbe, Endale and Ashebir (2015), repeating a grade means utilising more resources than allocated to a student and hindering the intake capacity of schools. This means that class repetition will affect the number of students that would have been admitted into the school, increases the number of students in the class and necessitates the need to increase resources available for the class. Supporting this, Ige (2015) affirmed that pupils/students that repeat class take up space, teaching time, textbooks and other resources that could be devoted to new students/pupils. This supports Ajayi (2007) who maintained that a high level of students' academic performance may not be guaranteed where instructional space such as classroom, libraries, technical workshop and laboratories are inadequate. Repetition depletes the limited resources available to schools and adversely affects

the productivity of the teaching personnel as it increases the class size. Commenting on the reason for repetition, Haidany (2013) noted that poverty, low quality of schooling, security problems and local traditions are responsible for repetition. Haidany added that students mostly repeat class(es) due to two main reasons: when they did not meet the specific academic grade requirement and when they are immature. Repetition is an indication of poor academic performance. Students at some points of their schooling repeat classes due to various reasons which may not be unconnected with poor academic performance, long absence from school, ill health, among other reasons. The act of repetition tends to negate the achievement of educational objectives. Karlson (2001) explained that repetition occurs due to discrimination, communal violence, unsafe and insecure schools, unmotivated teachers, inflexible schedules and irrelevant curriculum. Ajayi (2007) affirmed that due to long periods of absenteeism, students perform poorly and as a result repeat the class grade. Gupta, Prasada and Gupta (2013) conceive class repetition as the retention of a child in a class for more than one year on the account of unsatisfactory progress. Jere as cited in Nafula, Wamocha and Ejakait (2016) refer to grade repetition as grade retention and defined it as when students are held in the same grade for an extra year rather than being promoted to a higher grade along with their age/ peers. This corroborates Eboatu and Omenyi (2015), who perceive class repetition as a measure of inefficiency in the educational system which uses up limited public resources and block access to educating more children. They added that it is an educational management issue because it can lead to large class sizes which are difficult to teach, assess and supervised effectively. Haidany (2013) asserted that repetition occurs when students did not meet the specific academic grade requirement. Mwebi and Njoroge considered it as costly and wasteful especially when learning resources of developing countries like Nigeria and the increasing demand for education for developments are taken into consideration.

Jayeeta (2015) asserted that stagnation is failure in the class i.e. repetition of class by pupils. It also means that a student continues to remain in a class for more than a year or the prescribed course is not completed within the allotted time. Commenting on the effect of repetition, Jayeeta stressed that stagnation is a major factor responsible for wastage in primary education, both directly and indirectly. The author added that if a student completes five years courses in seven years it naturally means that he or she has wasted two years' time and labour; and if the student consistently fails in a class, he or she loses interest in studies. As a result, the parents will be discouraged and lose interest in the child's education and in the end the child gives off studies and got into other vocations like trade therefore helping his parents to supplement their income or becomes a vagabond menacing the society and thus increasing the burden of the nation. Jayeeta concluded that stagnation (repetition) damages the primary education to a greater extent. Analysing the causes of stagnation, he identified the following: heavy and

uninteresting curriculum, irregular attendance, absence of definite admission rules, unsuitable atmosphere and conditions, physical weakness of students, social evils, defective education systems, and defective pattern of examination.

International Institute for Educational Planning (2005) opined that the rate of repetition is higher than is often reported in developing nations. This entails that a sizeable portion of school population is occupied by repeaters who thereby block access to new entrants. It also lamented the dearth of studies on class repetition and its effects on the achievements particularly in Africa. Tronci (2005) found out that at the beginning of the repeating year students are upset, hopeless or violent but during the year by interacting with teachers and peers or by getting good academic results the attitude become positive. Also, repeaters are hesitant of school continuation and seemed to feel humiliated with low self-esteem; and that failed students do not like to come to school any more. However, their parents force them for further schooling. Repeaters seldom mingled with the new peers and were not much interested in school. In a nutshell, repetition is a situation where students are held in same class/grade for an extra year to undertake the same course(s) which they have previously done rather than being promoted to a higher class/grade with their peers. In addition, it is the inability of the system to ensure full retention of students. Repetition as observed occurs in both public and private secondary schools in the state.

The public schools in Nigeria have federal, state and local governments as the proprietors while the private schools have individuals, associations or organisations as the owners. Berkeley Parent Network (2009) asserted that private schools vary widely and that level of parental involvement varies from one private school to the other. What is important for a parent is to choose a private school that has characteristics that match what they are looking for as a family. Parents pay heavily for the cost of educating their children in private schools and therefore tend to be more involved in dictating what the schools offer than parents whose children are attending public schools (Olatoye & Agbatogun, 2009).

In the submission of Lubienski, Lubienski and Crane (2009),

the characteristics of private schools include small class size, lack of accountability to the public, autonomous, ignore recent curricular trends in education, do not always hire certified teachers, have religious inclinations, set no fund apart for teacher professional development, set attraction to parents to show safe, neat and welcoming environment and do not use up-to-date teaching methods; while the reverse is the case with public schools (p.20)

This could account for the differences that exist in public and private secondary schools in terms of repetition in the school.

The problems of repetition indicated that there is some degree of inefficiency in the secondary education system in the state. Based on this premise, this study was carried out to analyse the repetition rate in public and private secondary schools in the state taking into account year of study and education zone from 2012/2013 to 2017/2018 academic sessions. The study sought to analyse the repetition rate in secondary schools in Anambra State based on year of study, education zone and school ownership.

Research Questions

1. What are the repetition rates of students in secondary schools in Anambra State based on year of study?
2. What are the repetition rates of students in secondary schools in Anambra State based on education zone?
3. What are the repetition rates of students in in public and private secondary schools in Anambra State?

Method

This study adopted descriptive survey research design. The study was carried out in Anambra state. There are six education zones in the state; Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha zones. The population for the study consisted 781 principals, 257 in public and 524 in private secondary schools in the six education zones (Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha zones) in Anambra State (Anambra State Post Primary School Service Commission, Awka, June, 2016). The choice for principals was dependent on the fact that principals are the administrative heads in secondary schools and so are in a good position to give reliable information on repetition. The sample for the study consisted of 235 respondents who are all principals of secondary schools in Anambra State. This comprised 78 from public secondary schools and 158 from private secondary schools. The sample consisted 30% of the population. The choice for 30% is in line with Nworgu (2015) who recommended that 30% to 80% of the population is adequate for a research work if the parameters of the population must be fully investigated. The sample was composed using proportionate stratified sampling and simple random sampling techniques. The schools were stratified based on public and private secondary schools under already existing education zones in the state. Thirty per cent of the schools in each zone under each school type (public and private) were sampled. This translated to 235 secondary schools, 77 public and 158 private secondary schools. The schools for each zone were drawn using stratified and simple random sampling techniques, specifically balloting with replacement. The principal of each school drawn was automatically sampled. The instrument for data collection was a researcher developed instrument titled

‘Analysis of Repetition Rate in Secondary Schools in Anambra State (RRPPSSAS) from 2012/2013 academic session to 2017/2018 academic session. The data collected were analysed using frequency counts, percentages (formula for repetition rate) and also represented in bar charts.

Repetition rate is calculated using the formular:

$$r_t = \frac{R_t + 1}{E_1} \times \frac{100}{1}$$

where r_t = Repetition Rate

$R_t + 1$ = Number of repetitions in a class in a new academic session

E_1 = Total students’ enrolment in the former academic session in a class.

The repetition rates were expressed in percentage rated as follows:

- 0.00 - 0.9 Lowest rate
- 0.10 - 0.19 Lower rate
- 0.20 - 0.29 Low rate
- 0.30 – 0.39 High rate
- 0.40 -0.49 Higher rate
- 0.50 and above Highest rate

Results

Research Question 1

What are the Repetition Rates in Secondary Schools in Anambra State based on Year of Study?

Table 1: Repetition Rates in Secondary Schools in Anambra State from 2012/2013 -2017/2018 academic sessions based on Year of Study

Source of Variation	Academic Yr	Enrolment	No.of Repeaters	Repetition Rate (%)	Decision
Year of Study					
JSS1	2012/2013	8735	0	0	No Repetition
JSS2	2013/2014	8942	35	0.39	High Rate
JSS3	2014/2015	7852	38	0.43	Higher Rate
SS1	2015/2016	7655	53	0.69	Highest Rate
SS2	2016/2017	7095	29	0.41	Higher Rate
SS3	2017/2018	6932	7	0.10	Lower Rate
Total		47, 211	162	2.02	Low Rate

Results on Table 2 indicate the repetition rate in secondary schools in Anambra state from 2012/2013 -2017/2018 academic sessions based on year of study. From the Table, it is revealed that out of the total number of 8735 students enrolled into JSS1 in 2012/2013 academic session, 162 students repeated at different classes throughout the duration of their study. Among the classes, SS1 class has highest rate of repetition of 0.69% this being in the 2015/2016 academic session. It was therefore concluded that repetition rate in secondary schools in Anambra state from 2013/2014-2017/2018 academic sessions based on year of study was highest in SS1.

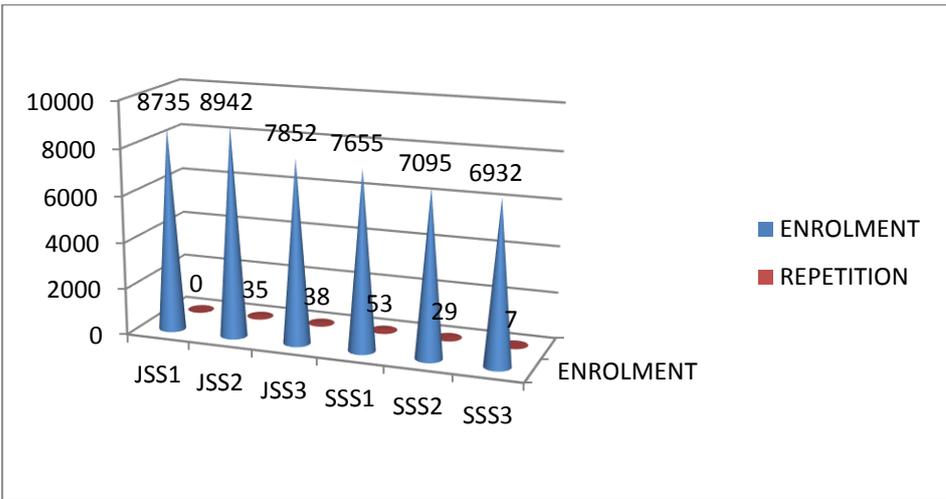


Fig.1: Percentage Rate of Repetition in Secondary Schools in Anambra State from 2012/2013 -2017/2018 Academic Sessions Based on Year of Study.

Research Question 2

What are the Repetition Rates in Secondary Schools in Anambra State Based on Education Zones?

Table 2: Rate of Repetition in Secondary Schools in Anambra State from 2012/2013-2017/2018 Based on Education Zones

Source of Variation Education Zone	Enrolment	No. of Repeaters	Repetition Rate (%)	Decision
Aguata	8120	27	0.33	High Rate
Awka	18556	41	0.22	Low Rate
Nnewi	10630	41	0.39	High Rate
Ogidi	9240	35	0.38	High Rate
Onitsha	11573	29	0.25	Low Rate
Otuocha	3742	25	0.67	Highest Rate
Total	61,861	198	2.24	High Rate

Results on Table 2 indicate the rate of repetition in secondary schools in Anambra state based on education zones. The results showed that Otuocha zone had the highest repetition rate of 0.67% followed high rate by Nnewi with 0.39%, Ogidi with 0.38% and Aguata zone 0.33%. Awka and Onitsha education zones had lowest repetition rate of 0.22% and 0.25% respectively. It was therefore concluded that based on education zone, that Otuocha zone had the highest rate of repetition in secondary schools in Anambra state from 2012/2013-2017/2018 academic sessions.

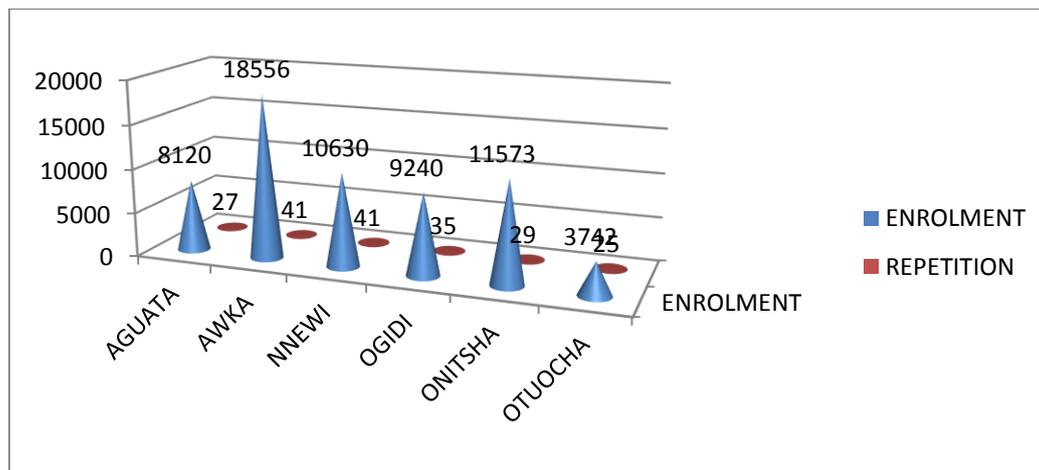


Fig. 3: Percentage Rate of Repetition in Secondary Schools in Anambra State from 2012/2013-2017/2018 academic sessions based on Education Zones.

Research Question 3

What are the repetition rates in public and private secondary schools in Anambra State?

Table 3: Rate of Repetition in Public and Private Second vary Schools in Anambra State from 2012/2013-2017/2018 Academic Session.

Source of Variation School Type	Enrolment	No. of Repeaters	Repetition Rate (%)	Remarks
Public Schools	30035	105	0.35	High Rate
Private Schools	26952	58	0.22	Low Rate

Results in Table 3 show that the rates of repetition in public and private secondary schools in Anambra State is 0.35% and 0.22% respectively. This revealed that repetition rate was lower in private secondary schools than in public secondary schools. It was therefore concluded that the rate of repetition was higher in public secondary schools than in private secondary schools in Anambra State from 2012/2013 to 2017/2018 academic year.

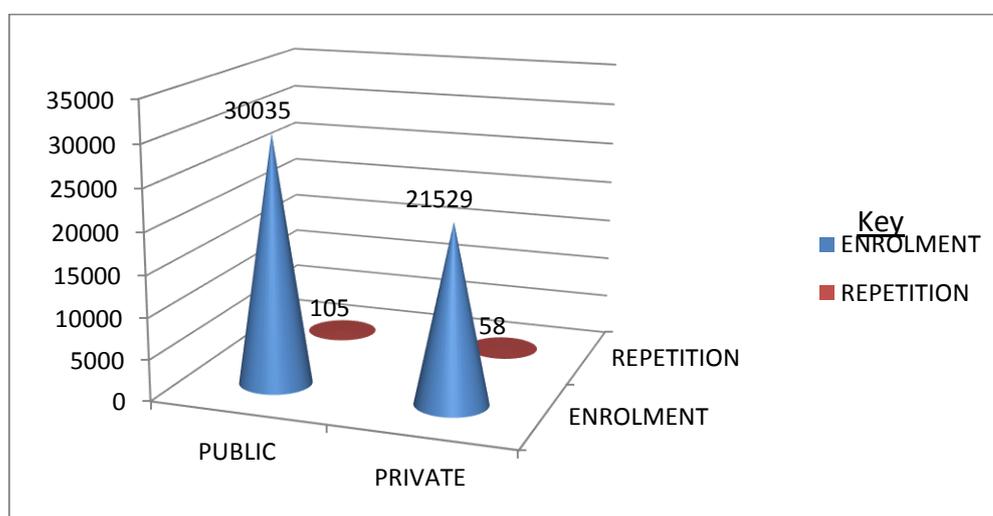


Fig. 4: Rate of Repetition in Public and Private Secondary Schools in Anambra State from 2012/2013-2017/2018 Academic Sessions.

Discussion

The results, revealed that repetition occurred mostly in SS1 and least in SS3. It was shown that more students repeated class in SS1 this being in the 2015/2016 than in other classes. This contradicts the findings of Haidany (2013); Koro, Sang and Bosire (2013) who argued that repetition mostly occurs in the first and the last grades and that repetition rates increased with increasing levels of education.

Another finding on the rate of repetition in secondary schools in Anambra state based on education zone a rural environment revealed that Otuocha zone recorded more repetition of students than other zones. This indicates that repetition rate varies from region to region. This tallies with Jayeeta (2015), Osakwe and Osagie (2015) who stressed that most school environments especially those located in rural areas do not meet the psychological needs of the students, coupled with poor and boring teaching methods, insufficient instructional materials which are likely to make students lose interest in education and thus, results to repetition.

It was also found out that the rate of repetition in public and private secondary schools in Anambra State was generally low. However, repetition was more in public secondary schools compared to private secondary schools in Anambra State. The reason may not be unconnected with large class size in public schools which affects the productivity of the teaching personnel; inadequate instructional materials and facilities. This indicated that more students repeat classes in public secondary schools than in private secondary schools. This corroborates with the findings of Gbadamosi (2014) and UNICEF (2011) on the retardation and attrition rate in public secondary schools in Nigeria who posited that the rate of repetition is very alarming and that it grossly affects the percentage of successful completers of secondary school education in Nigeria.

The rate of repetition in private secondary schools which was low could be attributed to mass promotion policy now in vogue and which seeks to reduce failure rate with the aim of achieving education for all. This is in line with the assertion of Eboatu and Omenyi (2015) that mass promotion policy was advocated by countries in view of meeting the deadline given to provide basic education for all children by 2015. Another reason that could account for the low repetition in private secondary schools is the fact that parents are responsible for the cost of education of their children in private secondary schools and are part of decision making in the schools which includes who repeats a class and who does not repeat a class. This agrees with Olatoye and Agbatogun (2009) who asserted that parents pay for the cost of educating their children in private schools and therefore tends to be more involved in dictating what the schools offer their children than is the case for those who attend public schools.

The implication of repetition is that more resources are required to cater for the increased number of students in the class and it will reduce the intake capacity of schools. This agrees with Fonkeng (2006) who maintained that repeating a class increases private and public costs of education shouldered by the parents and the state, and that this leads to large classes with attendant problems of assessment and supervision of students, more facilities needed, training and recruiting more teachers and provision of additional didactic (instructional) materials. It also agrees with Deribe, Endale and Ashebir (2015) who submitted that repeating a grade means utilising more resources than are allocated to education and hindering the intake capacity of schools

Conclusion

From the discussion of the findings of the study, it has been observed that generally the rate of repetition in secondary schools was high in public secondary schools than in private, and occurred mostly in SS1. It was as a result of high number of students who fail to meet the basic educational requirements. Failure to put in adequate measures on how to reduce repetition of students in public and private secondary schools in Anambra State would deter the achievement of educational goals in the state. Thus, the authorities in charge of education need to improve budgetary allocation for education and provision of facilities to the secondary education to eliminate the incidences of repetition in the secondary school system in the state.

Implications of the Findings

This study has great implication for the school managers of both public and private secondary schools since repetition exist in the education system.

1. Repetition of class by students increases the need for more resources in education and reduces the chances of admitting more students into education.
2. It will increase the number of students in the class which makes it more difficult to teach, assess and supervised effectively.
3. On the part of the government, it will amount to waste of limited funds available to education as more funding will be required to take care of increased number of repeaters, which is worsened by inadequate funding to education.

Recommendations

Based on the findings, the following recommendations are made:

1. The school administrators should introduce and encourage teachers to use diverse teaching methods to meet students' learning needs and provide personalised teaching for slow learners in the school to improve comprehension as well as reduce repetition in the school system.
2. The government should provide additional funding to take care of the repeaters since students who repeat class take up space, textbooks, and other resources that could be devoted to new students

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