

# QUALITY BASIC EDUCATION: A FOUNDATIONAL BEDROCK FOR THE DEVELOPMENT OF THE INDIVIDUAL, HIS LOCAL COMMUNITY AND NATION

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## **Abstract**

*This paper looked at Quality Basic Education: A Foundational Bedrock for the Development of the Individual, Local Community and Nation. Basically, the paper looked at basic education and the ingredients needed to make it a qualitative one, how quality education at this level helps the individual citizen, his local community where he hails from and his nation at large. Factors that militate against the success of quality basic education were also highlighted and discussed and the ways forward were pointed out. Recommendations were proffered to help school proprietors (public & private), teaching and non-teaching staff in the school system, policy makers to mention but a few to provide quality education to young children from pre-primary to junior secondary school.*

**Keywords:** Quality, Basic Education, Individual and National Development.

## **Introduction**

The importance of quality education generally and basic education specifically cannot be overemphasized. Of all the levels of education such as pre-primary, primary, secondary and tertiary education, the basic education which is a foundational background of education is the zenith and most important in terms of the importance of grooming human beings. How most human beings turn out in life, is greatly dependent on their background, same perception goes for education. There are different types of education but the three basic ones are: formal, informal, and non-formal. This paper is concerned with formal education which is the education that is accessed through the four walls of a building called school, with human and materials resources provided to train the population of pupils in it. Education, is a social responsibility, specifically, it is referred to as the national programmes of the government, intended to promote the welfare of the population through assisted measures guaranteeing access to sufficient resources for food,

shelter and promotion of health and wellbeing for the population at large(Aghenta,2006)

This paper focuses on basic education which encompasses the pre-primary, primary to junior secondary schools 1-3: In Nigeria these levels of education have been merged together to be called basic education. Federal Republic of Nigeria (FRN) (2013) defines this level of education as consisting of: pre-primary, primary and junior secondary education. This encompasses, early childhood education,(pre-primary) (one year), primary school (6years), and 3years of junior secondary school (J.S.S. 1-3), Children between 0 and 15 years are in this category (FRN 2013). At this juncture, it will not be out of place to mention the philosophy of education in Nigeria and zero in on the general and specific goals in education. FRN (1998, 2004, 2013) specified that the philosophy of education in Nigeria are:

- a. Education is an instrument for national development and social change;
- b. Education is vital for the promotion of a progressive and united Nigeria;
- c. Education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society;
- d. Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges; and
- e. Education is to be qualitative, comprehensive, functional and relevant to the needs of the society;

This philosophy of Nigeria education is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary level both inside and outside the formal school system. General goals of education include:

- a. Development of the individual into a morally sound patriotic and effective citizen;
- b. Total integration of the individual into the immediate community, the Nigeria society and the world;
- c. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education, within and outside the formal school system;
- d. Inculcation of national consciousness, values and national unity; and
- e. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

The specific goals of education are:

- a. Ensure and sustain unfettered access and equity to education for total development of the individual;
- b. Ensure the quality of education delivery at all levels;

- c. Promote functional education for skill acquisition, job creation and poverty reduction;
- d. Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of the society and the world of work;
- e. Collaborate with development partners, the private sector, non- governmental organizations and local communities to support and fund education; and
- f. Promote information and communication technology capability of all levels.

The goals of basic education according to FRN (2013) are to:

- a. Provide the child with. Diverse basic knowledge and skills for entrepreneurs, wealth generation and educational advancement;
- b. Develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
- c. Inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
- d. Inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion ethnic-and socio economic background; and
- e. Provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child function effectively in the society within the limits of the child's capacity

The purpose of early childhood care, development and education according to FRN (2013), include the following;

- a. Effect a smooth transition from the home to the school;
- b. Prepare the child for the primary level. Of education;
- c. Provide adequate care, supervision and security for the children while their parents. are at work
- d. Inculcate social, moral norms and values;
- e. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and the use of toys, etc;
- f. Develop a sense of co-operation and team-spirit;
- g. Stimulate in the child good habits, including good health habits; and
- h. Teach the rudiments of numbers; letters, colours, shapes, forms, etc, through play.

In order to realize these goals, the government also put in place measures to actualize them. These include:

- a. Educational activities shall be learner centred for maximum self-development and self-fulfillment;
- b. Teaching shall be practical, activities based, experiential and it supported;
- c. Education shall be related to overall community needs;

- d. All tiers of government shall promote the establishment and support of reading clubs in schools, community libraries and other such resources that will enhance effective learning;
- e. Special provisions and incentives shall be made for the study of the sciences at each level of the education system;
- f. Continuing education shall be part and parcel of the education system; and
- g. Every child shall be taught in the mother tongue or language of the immediate community for the first four years of basic education. In addition, it is expected that every child shall learn one Nigerian language.

The quality of instruction at all levels of education shall be oriented towards inculcating the following values:

- a. Respect for the worth and dignity of the individual;
- b. Faith in man's ability to make rational decisions;
- c. Moral and spiritual principles in inter-personal and human relations;
- d. Shared responsibility for the common good of the society;
- e. Promotion of the physical, emotional and psychological development of all children; and
- f. Acquisition of functional, skills and competencies

The philosophies and goals of Nigeria education are beautiful and commendable but these seem to be theories that still need to become practical experience. The actualization of these goals will make Nigeria great among the nations of the earth. The original intention of these goals was made for them to be actualized but from observations, these goals are far from being actualized. What went wrong?

The basic education of any child is very important to the growth and development of the child. If youths are actually the future of any nation, then the nation must of a necessity give quality education to the children who later grow up to become youths that can contribute meaningfully to the development of his individual life, his local community and his nation at large. When the children are not properly given the basic education they deserve, such as 'catching them young', they become ill-prepared for the future. As individuals, they will not have the necessary ingredients to compete favourably among other youths internationally, they will lack self-confidence and will become crooked,. they depend on others to lead the way, they involve in criminal activities. In other words, they cannot be champions, as individual members of the community, they are most times exploited by political and community leaders for nefarious activities, They involve in corrupt practices, because they are not properly educated, they are incompetent and unskilled, and cannot contribute meaningfully to the upliftment of the community and as citizens of the nation, they are not ready for the world of work because they are unskilled and incompetent in their area of stud. They cannot represent the nation internationally, they go abroad to do unskilled jobs rather than dignified jobs in their home country. This may account for one of the reasons why

Nigerian youths are streaming abroad, because when an individual lacks what it takes to be distinguished and responsible, he becomes vulnerable and a hustler that will do anything just to survive.

Quality basic education should give its recipients education that imparts knowledge for life, competence in skills acquired, so much so that if the granduands are not able to proceed to higher education, they can take care of themselves through skills acquired, that way, they can contribute to their community and their nation positively. When they cannot get government job, they can be entrepreneurs and become employers of labour and are not easily exploited. That way, the nation and her people grow and become self-reliant. The lack of quality basic education spells trouble for the individual, community and the nation.

### **Concept of Quality Education**

Education according to Bello and Janguza cited in Osarenren-osaghae and Irabor (2016) is a vast in size, multi-dimensional in function and goal oriented in operation and could only be managed effectively by experts and professionals. FRN (2004) states that education policy in Nigeria is general statement containing principles,, regulations and rules that govern many of the decisions on how to educate children, where to get them educated, who to teach them, how to finance their education, what to teach, how to impact skill, goals, objectives and philosophy. Formulation of educational policies and implementation of education in Nigeria was said to emerge from democratic ideas that individuals need to be educated for the growth and development of the society. Thus, education came to be regarded as a necessity to the state because it seemed to be the path to prosperity and power. Ijaduola, Odunaike & Ajayi, cited in Osarenren-Osaghae, Isabu & Imoroa (2018), asserted that It is inevitable to talk about quality education without mentioning one of the factors that underline quality.

Evaluating the quality of education, standards of education must be met. Educational standards often define the norms, skills and knowledge that students should acquire at the point of graduation. A lot of authors have looked at standards from different angles. Obedun, (2015) looked at education standards from the outcome of products of schools such as the positive contribution of graduands to their community in the knowledge domains of psychomotor, cognitive and affective. Standards have been set as earlier indicated FRN (2004, 2013). Using these standards to evaluate quality in Nigeria education, it is obvious that Nigeria missed the mark.

A lot of factors contributed to this situation but that is not the focus of this paper. In this period of the 21<sup>st</sup> century, nations are blazing the trail and setting the pace in their education for their citizens. This century should be seen to be developing children in critical thinking, needful skills and competencies, information and communication technologies among others that will provide unlimited possibilities to young minds for growth and advancement in the world.

The present state of Nigeria development is a pointer to the level of quality education, the nation has imparted on the youth, when the philosophies and goals of education in general or Basic education in particular as enumerated in the national policy on education, have not been actualized then it can be said categorically that the education given to the youths in Nigeria is sub-standard because it has not been able to meet its vision statement.

Quality education cannot be said to have been given corresponding variables that will energize the fulfillment of goals set. Some of these variables includes: adequate and qualified human resources, adequate state-of-the-Art infrastructural and instructional facilities, adequate education funding, basic amenities like light, water, good roads, housing and Government sincerity. It is widely known that studies have concluded severally that these variables are yet to meet the recommended national and international standards. How can the nation ever get to the state where graduates of the education system be quality graduates? How can the graduates ever get to the level of confidence? How can they ever contribute meaningfully to the growth and development of the nations? It is often said that youths are the future of the nation. If this is true, then, Nigeria is losing her future to foreign nations because virtually all youths are aspiring to go abroad and remain there because their nation has failed them.

Basic education is the foundational bedrock of the education system. The idea of “catching them young” applies here. Any building that must last long deserve a solid and qualitative foundation. Same principle applies to education. Education that must yield dividends must be tackled from the basics. Therefore, quality basic education is imperative to the advancement and development of the nation. This level of education deserves “whatever it will take” to make it a success and to produce skilled and competent graduates for higher education, entrepreneurship and productive citizens.

### **Challenges Confronting the Successful Actualization of Basic Education in Nigeria**

The Nigerian government has tried to put up programmes to eradicate illiteracy. Initiated efforts according to Ohaji (2005), Osarenren-Osaghae (2015) include: conferences, lectures, seminar, universal primary education (UPE) that metamorphosed to universal basic education(UBE), workshops to educate communities on the need for education, forums etc, such as: National Economic Empowerment and Development Strategy (NEEDS), Universal Basic Education Programme, Family Support Basic Education Programme, Fast Track Initiatives, Education for All (EFA), National Commission for Mass Illiteracy Programme and Non-Formal Education among others, more so, because of vision 20:2020 focus for Nigeria. But in all the governmental efforts, Nigerians seem not to be responding to these offers, otherwise, how can the current mass illiteracy in Nigeria be explained? The reasons are perhaps not far-fetched. Challenges facing

education in general and basic education in particular, in Nigeria include: economic, social and political problems.

**Economic Problems:** Some of the economic problems confronting the basic education program in Nigeria include:

1. Inadequate funding from the government who holds the explicit right to educate the citizens through tax money. The negative effects of inadequate funding to the smooth running of an organization cannot be over-emphasized; Aghenta,(2006), Arubayi (2016), Nwanchukwu,(2014), Nwangwu, (2010), Ololube,(2007)Osarenren-Osaghae, (2017), Osarenren-Osaghae& Aigboje,(2015), Umoh,(2006),.
2. It has been observed that no follow-up or accountability for programmes are put up, most times these programmes become abandoned projects because of lack of continuity among governments changing batons, i.e. any new government voted in, starts a fresh projects and abandons his predecessor's
3. Systemic corruptions, for example, which involve government in power borrowing money from world bank, international money fund(IMF) and other international organizations, in the guise of education spending, these monies end up being diverted to different pockets, these actions throw the nation into debts with other nations, therefore, generations yet unborn suffer the consequences,
4. Inadequate human and material resources: the quality and quantity of human and material resources supplied to schools are inadequate as have been shown by many field studies that included; Arubayi (2016), Babalola (2008), Ogunu (2016), Osarenren-Osaghae &Aigboje (2015).

Basic education schools do not have the necessary gadgets, even the few available resources are not adequate enough to cope with the rising population of pupils registered. Some teaching staff are majorly not qualified to teach subjects assigned to them to teach, this is because the qualified ones are in short supply.

**Political Challenges:** Political challenges affecting basic education in Nigeria are inexhaustible, some of which are:

1. Political games are played with basic education by leaders who claim to be defending it, promises are made during political campaigns and are most times forgotten once positions are occupied.
2. Yearly budget allocation for education which is below the 26% as suggested by UNESCO (2008), is further depleted and paid in piece mille, little batches that will not be enough to carry out any major projects and recurrent expenditures, but just enough to get by with staff salaries payments. The effects of inadequate funding can be seen everywhere in schools and they are

disheartening. Aghenta, (2006), Arubayi, (2016), Babalola,(2014), Osarenren-Osaghae, & Irabor, (2012),

3. Teachers generally do not like to be posted to rural areas to teach, for obvious reasons, such as; dilapidated school buildings, unavailable facilities, no basic amenities such as light, tap water, good road etc., no extra money paid to rural teachers to encourage them to remain. These teachers end up advocating for their transfer to urban areas by any means, relocating themselves to urban areas thereby leaving the children in the rural areas unattended to.
4. There are inequalities of basic education offered to Nigeria children, because of the resources provided by the government to urban and rural located schools. The introduction of private schools where children from the rich and middle class families go to private schools and public schools are left for the less privileged and for the inability to afford the expensive private schools, where school fees are out of the reach of the common man.

The public schools are inadequately equipped, therefore, cannot impart a comprehensive and in-depth basic knowledge on pupils the way they ought to, Aghenta(2006), said that, this is as a result of the inability of the government to properly fund public schools. Private schools are approved by the government to be established by individuals and corporate bodies that can afford the government fees; this has made the government to partially abandon the public schools. The public schools are treated as if the grandaunts will end up in the farm and are not needed in other aspects of life.

5. In addition, in a world where technology is moving at a fast pace, the nation's basic schools are yet to be technologically equipped to cope with the times, but the current situation from observation, is that politicians in a bid to get voted for or command the praises of people, make donations of computers that are inadequate to go round the children. These computers end up being locked up in the school's store rooms where they are exposed to rats, cockroaches, rain water from leaking roofs and other destructive agents. Some are even stolen away by their custodians because of the lack of qualified teachers to teach the subject, no technical and maintenance staff, to repair them.

**Social Challenges:** These are major factors confronting the basic education in Nigeria. Working on the girl-child education, Osarenren-Osaghae, Imhangbe & Irabor,(2019), found out that the following factors do indeed affect education of the girl-child and by extension, education of all Nigerian children; level of understanding, level of acceptance, parents' illiteracy, ignorance of benefits accrued and cultural/traditional prejudices among others. These factors contribute to social factors that militated against basic education.

1. Level of understanding of the importance of education at the basics, by the people, is very important to the development of the community, without the



- grasp of understanding of the purpose of education at the basic level, government efforts may be efforts in futility.
2. The level of acceptance of basic education by the people must also be high, otherwise; it will have negative effects on school attendance by pupils and illiterate parents willingness to send their children to school.
  3. Parent's illiteracy can also have negative effect on the need to send their children to school instead of going to farm or helping to hawk goods that can make them money, for example, the mindsets of the rural dwellers concerning the education of their children have been established for centuries, therefore, to change it, will require total overhaul.
  4. Parents can also be nonchalant about sending their children to school when they are ignorant about the education benefits that accrue to their children, community and the nation, therefore, parents and local community leaders need to be carried along.
  5. Cultural/traditional prejudices can also be problematic, especially against the girl-child, because some communities practice the belief that a girl child is for marriage and having babies, therefore, training her in school is a waste of resources and efforts; this is perhaps because of the patriarchy system practiced over the years.
  6. The male child is accorded superiority over his sister who is probably an elder sister to him. Some communities don't send their children to school at all because they do not see the need to; their mentality tells them that their forefathers and mothers survived without schooling. It will take a lot of hard work from the government to change such mindset. This can be done through consistent and persistent enlightenment programmes until understanding is accessed by the people. These challenging factors mentioned in this write-up are by no means exhaustive.
  7. There are other factors of economic, political and social related problems that hinder the basic education of Nigerian children. The government has a lot of work to do in providing what it will take to eradicate illiteracy. The basic education is an important foundational building block in the educational path of any child, which if gotten right can yield a lot of dividends for the nation.

## **Conclusion**

Basic education is the first level of education that introduces children to life outside the home, in the case of Nigeria, Basic Education takes its tentacles further to include junior secondary school one to three as indicated earlier. This is a stage of education that when knowledge is eluded, recipients may never recover from the mistake and the nation may never recover from the effects.

Some economic, political and social factors that militate against its successful implementation were enumerated, although not exhaustively discussed but has been able to paint a picture of the reasons why basic education in Nigeria

has not been able to achieve the national goals as specified in the national policy of education. Also discussed were the consequential effects on the individual, his community and nation, which are numerous and include that; the individual is not prepared for the world of work and so, lacks confidence to do anything tangible. The community is stagnant in terms of development and the nation will not be recognized scientifically and cannot compete favourably in the committee of nations.

The current level of basic education received by young children in Nigeria, is substandard and may not be able to meet the solutions of the national challenges even in the 21<sup>st</sup> century. ‘Catching them young’ in their education path to success, is perhaps one of the best blessing/gift a nation could ever ask for.

### **Recommendations**

The following recommendations are put forward to help revamp basic educational system, if put to work:

1. Government leadership must stop playing bad politics with education because of her important role played in the life of the citizens and nation building.
2. UNESCO’s suggested budgetary funding of 26% must be adhered to as the minimum and be gradually increased as the years roll by. If the government believes in ‘Education’ as a tool per excellence to develop the nation, it is a wonder to see the same government not funding it appropriately.
3. Budgetary funding must be released fully and not in piece mille, so as to enable school managers embark into meaningful projects that can help to rapidly improve teaching and learning in schools.
4. Vigorous campaigns, tireless enlightenment programmes are needed by stakeholders until the people understand the need for educating their children..
5. Quality and adequate quantity of human and material resources must be provided by all stakeholders.
6. Staff posted to schools in the rural areas, popularly called ‘village schools’ must be compensated to encourage them to remain in their duty post.
7. Public schools must have the same provisions the private schools have, in order not to create an obvious dichotomy between the rich and the poor children.
8. Urban and rural area schools must have the same provision of quality and quantity.
9. There must be continuity in government’s programme and projects in education despite different governments.
10. There must be follow-up and accountability from stakeholders saddled with the responsibilities of programmes and projects set up by the governments and communities.

11. Basic education must be co-sponsored by the government, non-governmental organizations and individuals in the society for the purpose of eliminating barriers that may hinder the effective impartation of knowledge.
12. Honest inspectors/ supervisors in education should stop taking bribes and conduct themselves in a respectful and honourable manner to do their jobs of inspecting schools appropriately, follow-up educational developments, find out areas of need, make reports on them, also make recommendations and pursue to a logical conclusion. These will help to improve the schools.
13. All hands must be on deck to promote and provide adequate human and material resources in Information and Communication Technology (ICT) due to the changing times, school age children need to flow with the tide, so that they can be relevant. In today's world.
14. This century should be seen to be developing children in critical thinking, needful skills and competencies, information and communication technologies etc. that will provide unlimited possibilities to young minds for growth and advancement in the world.

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# TEACHERS' NON-DEMOGRAPHIC CHARACTERISTICS, STUDENTS' WORK ETHICS AND SECONDARY SCHOOL STUDENTS' LEARNING OUTCOME IN LAGOS STATE, NIGERIA: IMPLICATIONS FOR EDUCATIONAL POLICY

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## Abstract

*This study examined how teachers' non-demographic characteristics and student-related factors such as students' work ethics (hours of study, goal setting and group study) relate to students learning outcomes in the senior secondary schools in Lagos State, Nigeria. This study adopted the descriptive survey research design. The simple random sampling technique was used to select one Education District which has 1,885 teachers and 28,234 students in 51 public senior secondary schools. The sample consisted 150 teachers and 300 students selected from 10 schools using the proportionate sampling technique. The total number of participants involved in the study was 450. Two sets of self-constructed questionnaires entitled: Teachers' Characteristics Questionnaire (TCQ) and Students' Work Ethics Questionnaire (SWEQ) were used for data collection. A standardised test drawn from the Mathematics and English Examinations past question papers of the West African Examination Council (WAEC) was administered on the students to collect data on students' learning outcome. Reliability coefficient of 0.81 was obtained for the TCQ and 0.74 for the SWEQ. The hypotheses were tested using the Pearson Product Moment Correlation at 0.05 significance level. The study revealed that there is significant relationship among teachers' interactions, frequency of teachers' feedback, hours of study and students' learning outcomes. The study recommended among others that policy on teacher professional training should be regularly reviewed and enforced to update teachers with classroom management skills among others.*

**Keywords:** Teachers' non-demographic characteristics, students' work ethics, learning outcome, quality assurance, time management, policy reform

## Introduction

The debate on education in Nigeria in recent times is centered on the quality of output in the educational system. This is evidenced in the high rate of unemployment, unemployability of graduates and increase in social vices in Nigerian society, which are attributed to dysfunctional education. Karegon (2013)

observed that since the introduction of western education, the Nigerian education has faced its most critical crisis in the last decades. He reiterated that our education is in travail, the system is riddled with crises of various dimensions and magnitude. A number of multi-faceted problems have inhibited goal attainment and are raising questions, doubts and fears, all of which combined to suggest that the system is at a cross-road. The problems range from relevance of programme learning experience, management, government policies, provision of infrastructure, staffing, funding to pedagogical issues among others. As Obanya (2006) observed, education in Nigeria from inception, design and execution, has been inappropriate and unresponsive and cannot serve the needs of society. He concluded that this academic oriented model of education does not usher in sustainable development or encourage entrepreneurial education that emphasizes on skill acquisition.

That aside, the academic performance of students has also been of a major concern to all stakeholders in education. This has been seen as a major contributing factor to the perceived decline in the quality of education in Nigeria. Akomolafe (2013) observed that the academic performance of the students manifests in the consistent poor results in senior secondary examinations over the years. The senior secondary students' performance in WASSCE from 2008 – 2015 is below average. The percentage of student with 5 credits including English and Mathematics within these years ranged from 13.76% to 36.68%. The percentage increased to 52.97% and 59.22% in 2016 and 2017 respectively. Hence, the performance of students in WASSCE over the decade (2008 – 2017) has consistently ranged between average and below.

The manifestation of the performance could be seen in the routine academic activities in schools. He reiterated that these include the attitude of students to learning, the performance of students in academic activities in the classroom, assignments, attendance in the school, readiness to learn and do academic activities, perception and expectation of education. All these activities seem to be the prerequisite to the end product which come in form of the results of external examinations such as WAEC and NECO. While in higher institutions, it is the outcome of academic programmes in terms of quality and class of degree or diploma. These are results of inappropriate teaching strategies, students' attitudes to learning, poor study habits and indiscipline. Other factors include poor infrastructure in school, menace of examination malpractices', parental inadequacies, teachers' capacity and willingness to perform their job, leadership capacity, societal indiscipline and value system, as well as curriculum innovations in the school environment (Akomolafe, 2013). All these are the major challenges in the teaching-learning process, which need to be aggressively addressed in enhancing the cognitive skills of learners in our schools if sustainable development is to be attained.

Teachers are considered critical and indispensable in the educational system. Teachers are respected authorities who teach with an absolute control over

their subject matter rather than facilitate learning through child-centred explorations. Adeboyejo (2014) sees a teacher as a qualified person, professionally trained, certified and well prepared to teach specific subject or subjects in a school thereby helping student to acquire knowledge, skills, abilities and competences as well as values and attitudes, thus equipping them to live in and contribute to the development of the society.

Teachers therefore constitute an important aspect in students' learning. Umeasiegbu (1991) argued that the level of performance in any school is intimately related to the quality of its teachers while the quality of any school system is a function of the aggregate quality of teachers who operate it. Competent teachers would improve effective teaching in schools. The level of a teacher's subject matter competence is a prime predictor of students learning (Mullens, 2003). Mullens argued that it is not simply the completion of schooling that could contribute to a teacher's effectiveness in the classroom but actual achievement in terms of subject matter competence.

Gravestock and Gregor-Greenleaf (2008) stated that the explanations for good or poor student's learning outcome have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality. Adu and Olatundun (2007) contended that teachers' characteristics are strong determinants of students' performance. The performance of students in school greatly depends on the attributes of a good teacher and what is expected of a professional teacher in terms of enthusiasm, discipline, ethics and code of conduct, educational qualification, teaching experience and teachers' attitude and interest (Oredein & Oloyede, 2007). Hence, an efficient, reliable and courteous teacher equipped with professionalism, creative imagination, costly ingenuity and depth of experience is a necessity for optimal performance in the 21st century.

The evaluation of students' learning outcome in secondary schools is determined internally through continuous assessments and periodic tests and examinations, while it is determined externally through various forms of standardised examinations. Various educational agencies like West African Examination Council (WAEC), National Examination Council (NECO) and others, have developed performance standards through which individual student performance can be compared for rating and certification. Students' learning outcome indicators according to Roger (2010), include knowledge, comprehension, application of knowledge or methods, analysis, synthesis and evaluation. In this study however, student' learning outcome was measured using performance of the students in an achievement test.

Teacher-student relationship is an important factor in this study and can be formed through teachers' interactions with individual students. The relationship provides the context through which students experience both the classroom and the

school. Education in its fundamental form is an interaction among instructor, student and subject content. Moore (2007) identified three types of interaction essential for learning as; learner-content interaction, learner-instructor interaction and learner-learner interaction.

Ojelabi (2009) in his study on organizational climate as correlates of students' academic achievement in secondary school Economics in Oyo State, Nigeria, found that organizational climate, which include teachers' teaching behaviour in the classroom facilitates learning and improves teachers' effectiveness and students' academic performance. In a similar study, Ekpo, Akpan, Essien and Imo-Obot (2009) in their study of classroom climate and student academic achievement in Social Studies in Cross River State, Nigeria, found that physical layout of the classroom, teachers' teaching behaviour and instructional materials utilization jointly relate to students' academic achievement. From the foregoing, existing literature on teachers' interaction with students and students' learning outcomes show that relationship is the pillar upon which the teaching-learning process rests, as effective teaching or learning cannot take place without cordial relationship between the teacher and the learners.

It is widely recognised that classroom assessment and feedback are among a teacher's most essential educational tool. When properly developed and interpreted, assessments can help teachers better understand what their students are learning. It helps both students and teachers to frequently examine how well they are attaining the goals of the teaching-learning process. Feedback, if timely, is expected to help students to improve subsequent performance.

Hattie and Timperly (2007) conceptualized feedback as information provided by an agent (such as teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Winne and Butler (1994) referred to feedback as information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies. Feedback does not come without a prior activity; there must be a learning context to which feedback is addressed. It is part of the teaching process, which happens after a student has responded to initial instruction, when information is provided regarding some aspect(s) of the student's task performance.

Teachers' assessment/feedback could be either formal or informal. Informal feedbacks, check-ups and check-ins are used to see how students are progressing, answer questions, or help with ideas. With formal feedback, teachers can provide suggestions and comments along with individualized goal setting. Peer-to-peer feedback, with the use of structured peer conferences students give and receive feedback on their current work.

Several research studies have reported diverse findings on the frequency of teachers' feedback and students' learning outcomes. Hattie and Timperley (2007)



in their study of the power of feedback reported that frequent feedback from teachers had significant effect on students' learning achievement. They further reported however, that this potential is strongly related to the quality of the feedback.

Study effort is another significant factor in this study and the relationship between study effort and students' performance seems natural and is widely accepted. However, study effort is now viewed as an outcome of academic activity. Students with a strong work ethics prefer work over other activities. They develop a habit of studying on daily basis even on weekends. As their work has become their goal, students tend to work hard and long hours to achieve that goal. They become more dedicated, responsible and focused. Hence, having strong work ethics can help students in increasing qualitative (working behavior) and quantitative (higher grades) academic achievements (Abdus, & Ghulam, 2012).

Time is the single priceless resource that cannot be changed, cannot be taken back once it is used and is used completely at the appreciation of the owner. No one can control the moving of time but everyone is able to decide how to use it, thus, a deciding factor. Time management is self-management with an explicitly focus on time in deciding what to do; on how much time to allocate to the activities; on how activities can be done more efficiently and on when the time is right for particular activities. Time management is the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness in work and productivity. It is a priority-based structuring of time allocation and distribution among competing demands since time cannot be stored, and its availability can neither be increased beyond nor decrease from the 24 hours. Argarwal (2008) in his contribution asserts that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry. Proper time management becomes important in education because teachers work within limited time frame during the school hours to achieve the goals of teaching and learning, while students also have the duty to manage their time for personal study. It is of great importance for both the teachers and the students themselves to know how to allocate their time most efficiently to maximize high academic performance. Literature has also indicated that students' time allocation for study has exerted some influence on their learning outcomes.

The importance of students doing well in school has caught the attention of parents, government, education departments alike. Yusuf (2012) noted that the performance of students at all levels of education in Nigeria has witnessed criticisms from all and sundry in recent time. Teachers therefore have been identified as the heart of the educational process and the main determinant of quality and effectiveness of its result. Sandt (2007) pointed out that the main bottleneck to improvement of students' academic performances is recruitment of good and quality teachers. He further observed that teacher's behaviour is not only influenced by their beliefs but also by their attitudes towards teaching. Teachers'

attitude according to Sandt is the internal beliefs that influence personal action and is learned indirectly through one's experience and exposures. Teachers' attitudes toward teaching include: work value, teacher self-esteem, teachers' self-efficacy, teachers' expectation, teachers' commitment etc. The attitudes teachers hold regarding students could be attitudes toward individual learners, groups or classes of learners.

Improving educational outcomes is a nearly universal goal (Scott-Webber, Strickland & Kapitula, 2014). This is because the modern society expects everyone to be a high achiever. Academic achievement is a key criterion to assess an individual's learning, ability and potentials. It has also become an index of a child's future. Therefore, it is putting a great pressure on the minds of children and their parents. This scholastic achievement is a function of cognitive and non-cognitive aspects of personality, and is resultant of various factors (Sharma, Choudhary & Sahdev, 2013). Ewell (2001) defined Student Learning Outcome (SLO) as a particular level of knowledge, skill, and ability that a student has attained at the end (or as a result) of his/her engagement in a particular set of collegiate experiences.

Among the critical determinants of students learning outcome are teachers' characteristics, which are those attributes, characters and behaviours exhibited by teachers in the classroom during teaching and learning process. These include his professional skills and dispositions, enthusiasm and interactive behaviour, attitude to work, support and motivation given to students. All these could affect the efficiency of the teacher in the course of discharging his instructional tasks. To ensure that students are properly prepared for the future, as Barry (2010) asserted, that teachers must have high expectations for student learning, provide clear and focused instruction, closely monitor student learning progress, reteach using alternative strategies when students do not learn, use incentives and rewards to promote learning, be highly efficient in the classroom routines, set and enforce high standards for classroom behaviour, maintain excellent personal interactions with their students. In essence, there is need for every teacher to be effective for the goals of education to be achieved.

The impact of student work ethics on students' performance is a newer concept. Work ethics refers to the moral behavior of viewing work as a desirable activity rather than a burden. Individuals with strong work ethics are strongly committed to their work and feel more satisfaction in the work than their peers. They value that they are being given the opportunity to work and put all their energy and work more hours to complete task. Organizations nowadays have realized the significance of work ethics and some have started training programs to develop work habits of people. This leads to creativity, hard work, commitment and competition among individuals resulting in better performance. Teachers' are now focusing to develop strong work ethics in their students to help them improve

their academic achievement and perform better in professional life (Abdus, & Ghulam, 2012).

Apart from the personal characteristics of teachers, stakeholders in education have also blamed the growing failure rate of students on general unpreparedness (Ayodele, 2004). Students as major stakeholder also have responsibility to improve their performance by planning their personal study, managing their time, and creating interest to reinforce what had been taught by the teacher. Adesina (2008) also noted that the way the students perceive the teachers in terms of their knowledge of content of subject matter and disposition may affect the student's readiness and attitude to work, because the learner acquires from the teacher's disposition to form attitude towards learning which could positively or negatively affect his performance.

Considering government's huge investment in education, one expects that its output in terms of quality of students be at least commensurate to government expenditure. Where this falls short of expectation, it is logical to conclude that it is a reflection of the quality of learning experiences in schools. In other words, the ineffectiveness of teachers in classroom interaction with the students could be responsible for poor learning outcomes.

There is therefore the need to examine how non-demographic teacher characteristics and student-related factors such as students' work ethics (hours of study, goal setting and group study) relate to students learning outcomes. It is against this background that this study intends to examine the relationship among teacher characteristics, students work ethics and students' learning outcomes in senior secondary schools in Lagos State. The hypothetical questions that form the problem of this study are; what is the relationship between teachers' interaction with students and students' learning outcome? How does hours of study relate to students' learning outcome?

The purpose of this study was to examine teacher related factors, students' work ethics and students' learning outcomes in senior secondary schools in Lagos State. Specifically, this study sought to determine the relationship between: teachers' interaction with students and students' learning outcomes; Frequency of teachers' feedback and students' learning outcomes; and Hour of study and students' learning outcomes;

### **Hypotheses**

The following null hypotheses were formulated and tested to guide the study:

- Ho1:** There is no significant relationship between teachers' interaction with students and students' learning outcome.
- Ho2:** There is no significant relationship between frequency of teachers' feedback and students' learning outcome.
- Ho3:** There is no significant relationship between hours of study and students' learning outcome.

**Method**

This study adopted the correlational research design. The population of this study consisted all the public secondary schools in the six Education Districts in Lagos State. The simple random sampling technique was used to sample one Education District which has 1,885 teachers and 28,234 students in 51 public senior secondary schools. The District is made up of three zones namely, Ikeja (11 schools), Mushin (17 schools) and Oshodi/Isolo (22 schools). The sample for the study consisted 150 teachers and 300 senior secondary school students sampled from 10 schools. The 10 schools were sampled using the proportionate sampling technique. There were 3, 4, and 3 schools from the Ikeja, Mushin and Oshodi/Isolo zones respectively. From each of the selected schools, 10 teachers and 30 students were sampled using the simple random sampling technique. This brought the total number of participants involved in the study to 450. Two sets of researcher constructed questionnaires titled: Teachers' Characteristics Questionnaire (TCQ) and Students' Work Ethics Questionnaire (SWEQ) were used for data collection. A standardised test drawn from the Mathematics and English Examinations past question papers of the West African Examination Council (WAEC) was administered on the students to collect data on students' learning outcome. For the reliability of the research instruments, a pilot study was conducted. The scores of the two administrations of the instrument were correlated using Pearson's Product Moment Correlation Co-efficient. Reliability coefficient of 0.81 was obtained for TCQ and 0.74 for SWEQ. The researcher administered the instruments directly on the respondents. All the 450 copies of the two instruments administered were successfully completed and retrieved. They were used for data analysis. The hypotheses were tested using the Pearson Product Moment Correlation at 5% significance level.

**Testing of Research Hypotheses**

**Hypothesis 1:** There is no significant relationship between teachers' interaction with students and students' learning outcome.

**Table 2**  
**Teachers' Interaction with Students and Students' Learning Outcome**

<b>Variables</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>r</b>	<b>P</b>	<b>Remark</b>	<b>Decision</b>
Teachers' Interaction with Students	21.85	1.19	150	0.38	0.001	Sig.	Ho <sub>1</sub> rejected
Students' Learning Outcome	28.35	2.72	300				

$p < 0.05$

Table 2 presents the test of relationship between teachers interaction with students and students' learning outcomes using PPMC. It shows a weak relationship between teachers' interaction with students and students' learning outcomes, but the relationship, however is significant ( $r = 0.38$ ;  $p = 0.001$ ). The null hypothesis which states that there is no significant relationship between teachers' interaction with students and students' learning outcomes was rejected. This implies that there is significant relationship between teachers' interaction with students and students' learning outcomes.

**Hypothesis 2:** There is no significant relationship between frequency of teachers' feedback and students' learning outcome.

**Table 3: Frequency of Teachers' Feedback and Students' Learning Outcomes**

Variables	Mean	SD	N	R	P	Remark	Decision
Frequency of Teaches' Feedback	22.49	1.12	150	0.57	0.001	Sig.	Ho <sub>5</sub> rejected
Students' Learning Outcome	28.35	2.72	300				

$p < 0.05$

Table 3 presents the test of relationship between frequency of teachers' feedback and students' learning outcomes using PPMC. It shows a moderate relationship between frequency of teachers' feedback and students' learning outcomes, which is also significant ( $r = 0.57$ ,  $p = 0.001$ ). The null hypothesis which states that there is no significant relationship between frequency of teachers' feedback and students' learning outcomes was rejected. This implies that there is a significant relationship between frequency of teachers' feedback and students' learning outcomes.

**Hypothesis 4:** There is no significant relationship between hours of study and students' learning outcome.

**Table 4: Hours of Study and Students' Learning Outcome**

Variables	Mean	SD	N	r	P	Remark	Decision
Hours of Study	2.48	0.57	300	0.64	0.003	Sig.	Ho <sub>4</sub> rejected
Students' Learning Outcome	28.35	2.72					

$p < 0.05$

Table 4 presents the test of relationship between hours of study and students' learning outcomes using PPMC. It shows a strong and significant relationship between hours of study and students' learning outcomes ( $r = 0.64$ ;  $p = 0.003$ ). The null hypothesis which states that there is no significant relationship between hours of study and students' learning outcomes was rejected. Thus, this implies that there is significant relationship between hours of study and students' learning outcome.

### **Discussion of Findings**

The study revealed that there is significant relationship between teachers' interactions and students' learning outcomes. This result underscores the importance of cordial working relationship between teachers and students. The cordiality of this working relationship could result in improved learning outcomes for students. This result is in agreement with the findings of Furrer and Skinner (2003), Malecki and Demaray (2006), Ojelabi (2009), who reported that teachers' attitude towards students was related to students' academic achievement and attitude towards learning. Other researchers (Klem & Connell, 2004; Wentzel, 2009; Pianta, Hamre, & Allen, 2012) also reported that close, caring teacher-student relationships influence students' academic self-perceptions, school engagement, motivation, learning, and performance.

The findings also showed that there is significant relationship between frequency of teachers' feedback and students' learning outcomes. This result emphasises classroom assessment and feedback as teacher essential educational tools in properly interpreting and assessing how their students are learning and helps teacher to provide corrective information to the learner. Scholars who have reported similar findings are Hattie and Timperley (2007) who found that frequent feedback from teachers significantly relate to students' learning achievement. Kivuti (2015) also found that frequent formative evaluation enables teachers to adjust their teaching to meet individual student needs, and to better help all students to reach high standards. Alade and Kuku (2017) also found that there were significant differences in the mean scores of students' achievement in Mathematics and study habits as a result of exposing students to varying test frequencies. De Paola and Scoppa (2010) have also reported that students tested frequently had probability of passing subsequent examinations. Faleye and Adefisoye (2016) found a significant difference, Tara (2003) and Zraggen (2009) however reported that the frequency of teachers' feed did not have significant relationship with students' learning outcomes.

The study also revealed that hours of study significantly relate to students' learning outcomes. The number of hours spent in studying is a function of students' ability to manage their time. This result is similar to that of Ukpong and George (2013) who reported that academic performance of students who studied for long hours was significantly different from that of their short study time counterparts. Zulauf and Gortner (1999) also found that time management skills and study time

were positively related with Grade Point Average (GPA) for the 93 students in Agricultural Economics Courses and concluded that study time significantly interacted with ability to influence academic performance.

### **Conclusion**

It is a common knowledge that the educational system reflects the quality of the teaching workforce. This further underscores the Federal Government's efforts not only to sensitize the nation, of the importance of qualitative and quantitative teacher education, but also to actually produce teachers who are highly motivated, conscientious and efficient. Teachers therefore have been identified as the heart of the educational process and the main determinant of quality and effectiveness of its result. However, a number of multi-faceted problems have inhibited goal attainment in the Nigerian educational system and these are raising questions, doubts and fears, all of which combined to suggest that the system is at a cross-road. Consequently, the academic performance of the students manifests in the consistent poor results in senior secondary examinations over the years. Again, the manifestation could be seen in the routine academic activities in schools, which include the attitude of students to learning, their performance in academic activities in the classroom, assignments, attendance in school, readiness to learn and do academic activities, perception and expectations of education. Obviously, this is a major challenge in the teaching-learning process, which needs to be aggressively addressed in enhancing the cognitive skills of learners in our schools if sustainable development is to be attained. Apart from the personal characteristics of teachers, stakeholders in education have also blamed the growing failure rate on poor students' work ethics resulting in general unpreparedness to learn. Based on all these, the study sought to examine the relationship among non-demographic characteristics of teachers, students' work ethics and students' learning outcomes in senior secondary schools in Lagos State. The study revealed that there is significant relationship among teachers' interactions, frequency of teachers' feedback, hours of study and students' learning outcomes. This implies that the performance of students in school greatly depends on the attributes of a good teacher and students' level of preparedness. Thus, teachers' characteristics and students' work ethics are strong determinants of students' performance.

Similarly, having strong work ethics can help students in increasing qualitative (working behavior) and quantitative (higher grades) academic achievements. Therefore, there is the need to encourage students' to become more dedicated, responsible and focused and develop a habit of studying on daily basis even on weekends.

### **Implications for Educational Policy**

Policy on teacher professional training should be regularly reviewed and enforced to update teachers with classroom management skills; quality assurance

policy should also be regularly reviewed in accordance with the annual instructional needs assessment of teachers; and the government should extend school hours for at least two hours as a matter of policy. The extra hours should be dedicated to reading and completion of assignments.

More so, teachers should be flexible enough to respond appropriately to each situation as the needs warrant during teaching learning process; and teachers should be adept in motivating and reinforcing learning and ensure learners' interest in classroom activities.

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# PRINCIPALS QUALITY ASSURANCE PRACTICES IN THE MANAGEMENT OF SECONDARY SCHOOLS IN ANAMBRA STATE

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## Abstract

*This study investigated the extent of implementation of quality assurance practices in the management of secondary schools in Anambra State. Three research questions guided the study. Descriptive research design was adopted for the study. A total of 153 prinigbozuruikecipals and 3,259 teachers from the three education zones out of the six in Anambra State constituted the population. Out of this number 44 principals and 264 teachers were sampled using proportionate stratified random sampling technique. A 20 item self-constructed questionnaire was used to elicit information from the respondent. Data collected were analyzed using mean score and standard deviation. The findings of the study showed that principals do not maintain and provide adequate infrastructures and that most principals exhibit poor leadership skills as they fail to enforce discipline in their schools. Based on the findings recommendations were made, which include among others that principals should maintain and provide adequate infrastructure and to adequately motivate teachers.*

**Keywords:** Management, Quality assurance, practices, principals.

## Introduction

Education is the key to success and a lead way for an individual to compete globally with his or her contemporaries. Therefore, education requires the development of the right skills at its different levels for human endeavour. To achieve this goal, there is need for efficient management of educational institutions by the heads referred to as Head teacher, Principal, Rector, Provost and Vice Chancellor at various levels. The principals of secondary schools which is the focus of this study should be effective and efficient in managing schools as the aim of secondary education according to Federal Republic of Nigeria (2014) is to prepare an individual for useful living within the society and for higher education. This shows that secondary education is the education received after primary education and before tertiary stage. It is a crucial stage in education that helps the child adapt to the society for a better living. Ogonnanya (2010s) confirmed to this when he

stated that secondary education is of great importance to the nation and individual because it helps to produce good citizens whose greatest pride is in their contribution to the success of the nation, happiness and joy of others and of themselves through hard work, sacrifice, tolerance and diligence. Obanye (2002) beholds that secondary education is the back bone of education in Nigeria. In effect, secondary education should be able to provide quality education to the students and the school administrators will always strive to achieve this as they manage their schools for onward quality education.

Educational management as the process of coordinating, controlling, planning, and organizing human, material and financial resources for the achievement of educational goals requires the school administrators to ensure the arrangement and effective organization of the resources available to them for a functional and quality education. Though the principal manages the schools, the achievement of qualitative growth of the school is the responsibility of the administrator and the teachers. Odijide (2007) confirmed this when he stated that the principals' ability for ensuring quality assurance rests mainly with the teachers and the educational institutions. Unfortunately, despite all their efforts to achieve this in public secondary schools in Anambra State, a lot is still expected from them to take these schools to higher standards. To this end, Federal Ministry of Education (FME) (2010) introduced "Quality Assurance" in schools and states that quality assurance in education involves the process of monitoring assessing, evaluating, as objectively as possible all aspects of school life including its setting, what is provided, how resources are used and what effect as well as communicating the outcomes to all concerned. In essence quality assurance is brought into practice in order to standardize education and achieve functional education.

Quality assurance according to Chesapeck (2004) requires consciously selected and systematically planned activities carried out by an organization with the view of ensuring that its product or service is the quality needed and expected by its users. Rawan – Yusuf (2005) sees quality assurance as the process of maintaining standards in products and services through inspection or testing of samples. This shows that for any organization to achieve its goals, certain standards must be set, controlled and achieved through quality assurance. In this context, quality assurance is a programme for the systematic suspension, inspection and evaluation of all aspects of the organization in order to ensure that quality is met.

Quality assurance in education is a multi-dimensional concept which involves the various functions and activities of teaching aid management of schools both financially and otherwise, in other words, staff, students, research, structures, facilities and equipment, services to the community and conducive environment must be ensured for the minimum academic standard to be attained and sustained, Oduma and Ile (2013). Yawa in Emeruo (2012) asserts that quality assurance in education reflects all proactive measures adopted by a country to ensure that the system standards remain high enough to produce results set for it. This indicates

that quality assurance should be of major concern to the school administrators in their drive towards quality education as it relates to maintenance and provision of adequate equipment and facilities, quality of the teaching personnel, provision and maintenances of school plant, conducive learning environment, supervision, monitoring and evaluation of school activities, availability of instructional materials, training and re-training of teachers amongst others.

Quality assurance in education for this paper is defined as the ability to set up effective and efficient education techniques and methods in order to achieve a quality learning outcome. This could be dictated from the learning outcome and performance of students. Invariably, quality is achieved in education by ensuring that standard of learning is improved in order to get quality output. Article II of the World Declaration on Education (2003) stated that quality is a multi-dimensional concept which should encompass all the functions and activities in schools. Such activities of educational institutions include teaching, research and scholarship, staffing, infrastructures, school facilities, school working environment, students and schools' community services.

Uwaezuoke (2011) categorized quality assurance into two types, namely, internal evaluation (school self-evaluation) and external evaluation carried out by accredited external evaluators. Uwaezuoke (2011) defined internal quality assurance as those practice or activities performed by an institution itself in order to ensure high academic standard while external quality assurance are those practices or activities carried out by external controlling agencies to ensure high academic standard in schools. For the purpose of this study, this work will focus on the internal quality assurance as its major concern as it looks at the extent of implementation of quality assurance practices by principals in the management of secondary schools in Anambra State.

Federal Ministry of Education FME (2010) asserted that the strategies to achieve quality assurance in secondary schools include – adequate infrastructure, adequate provision of qualified teachers and their professional development, enrichment of curriculum to the needs and aspiration of the learner, development of incentive structures to attract, motivate and retain high quality teachers, quality leadership and management, amongst others.

From the above, it is clear that the school administrator has major roles to play in implementing these quality assurance practices for a better standard of education in their schools. As a result, the researcher intends to investigate the extent quality assurance practices is implemented by the school principals in secondary schools in Anambra State.

Secondary education is an agent for preparing individual for a useful living within the society and higher education in Nigeria, but it seems that secondary schools are not actualizing these broad goals. This appears to be as a result of poor implementation of quality assurance practices by secondary school principals.

Poor implementation of quality assurance practices in secondary schools most times result to low quality in education. Observation has shown that some principals are faced with challenges in skills required in the management of schools. Periodic seminars are most times not organized and school facilities are often times not maintained regularly.

Obviously, this affects the performance of students in both internal and external examination as the quality assurance practices for ensuring effective teaching and learning has not been put in place by the principals. It is against this background that the researcher intends to investigate the extent quality assurance practices is implemented in the management of secondary schools in Anambra State.

The main purpose of this study was to determine the extent of implementation of quality assurance practices by principals in Anambra State Secondary Schools. Specifically, the study sought to:

1. Determine the extent principals maintain infrastructure for quality education in secondary schools in Anambra State.
2. Determine the extent principals motivate their teachers for effective teaching and learning.
3. Determine the extent principals practice quality leadership and management for the qualitative growth of the school.

### **Research Questions**

The following research questions were formulated to guide the study.

1. To what extent do principals maintain and provide adequate infrastructure for quality education in Anambra State?
2. To what extent do principals motivate their teachers for effective teaching and learning in Anambra State?
3. To what extent do principals practice quality leadership and management in Anambra state secondary schools?

### **Method**

The study adopted a descriptive survey research design. Three education zones in Anambra State namely, Awka, Nnewi and Ogidi education zones were randomly sampled for the study. The population of the study is 3411 respondents comprising 153 principals and 3,259 teachers in the state. This was as obtained from the Post Primary School Service Commission PPSSC in March 2019.

Multi- stage sampling procedure comprising simple random sampling were used in sampling 308 respondents for the study. Random sampling technique was used in sampling four secondary schools from each of the eleven local government areas in the three sampled education zones, making a total of 44 selected secondary

schools. All the 44 principals of the sampled secondary schools were used, while proportionate stratified random sampling technique was used to sample six teachers from each of the 44 sampled schools, making a total of 264 teachers. This made up the 308 respondents.

The instrument for data collection was a self-structured questionnaire titled “Quality Assurance Practices in Secondary Schools,” (QAPSS). It consists of two sections, A and B. Section A is designed to elicit personal information about the respondent while section B contains 20 items which focus on eliciting information based on the three research questions. The response for the items were based on four points scale of very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point.

Validity of the instrument was determined by three experts. One expert was from measurement and evaluation unit and two experts were from educational management unit, all from the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Their comments were used for the modification of the instrument. The reliability of the instrument was also determined by administering the instrument to 10 principals and 15 teachers from 10 secondary schools in Delta State. Cronbach alpha was used to determine the internal consistency of the instrument and this yielded a co-efficient of 0.81. This shows that the instrument is highly consistent, since according to Nworgu (2006), once a test is valid (that is, measures what it is supposed to measure), there is the tendency for it to be reliable.

Three research assistants and the researcher administered the questionnaire on the respondents. Out of the 308 copies administered on 44 principals and 264 teachers, 270 copies were successfully retrieved and used for the data analysis. That is 88% return rate.

The research questions were answered using mean and standard deviation. Mean scores of 2.50 and above were seen as high extent while below 2.50 was seen as low extent.

**Result:** Mean rating and standard deviation of principals and teachers on the extent principals maintain and provide adequate infrastructures for quality education in Anambra State Secondary Schools.

S/N	Items Statement	Principal N = 30			Teachers N = 240		
		X	SD	Dec	X	SD	Dec
1.	Principals provide and maintain classrooms for students	1.90	0.82	LE	2.00	0.81	LE
2.	Principals provide adequate and standard teaching materials in schools	1.85	0.93	LE	2.10	0.61	LE
3.	There are adequate chairs and desks for students	1.20	0.71	LE	1.95	0.88	LE
4.	Constant maintenance of infrastructural facilities in schools	2.41	0.73	LE	2.15	0.51	LE
5.	Proper and conducive teaching/ learning environment	2.10	0.92	LE	2.40	0.77	LE
6.	Computer facilities are maintained	1.01	0.57	LE	2.40	0.77	LE
7.	Sanitation facilities are maintained	2.35	0.71	LE	2.49	0.89	LE

Data on table I show that principals and teachers recorded low mean scores in all the items. This reveals a consensus of the respondents that principals do not provide and maintain infrastructure for quality education in secondary schools in Anambra State.

**Table 2: Mean rating and standard deviation of principals and teachers on extent principals motivate their teachers for effective teaching and learning.**

S/N	Items Statement	Principal N = 30			Teachers N = 240		
		X	SD	Dec	X	SD	Dec
8.	Principals organize internal periodic seminars and workshops for teacher	2.10	0.83	LE	1.42	0.54	LE
9.	Concerned teachers are given opportunity to take part in decision making by the principal.	2.85	0.94	HE	2.41	0.41	LE
10	There is proper staff delegation of duties	2.57	0.99	HE	2.37	0.91	LE
11	Principals use praise, materials and psychological rewards	2.78	0.73	HE	2.58	0.88	HE
12	Good communication network established by the principal	2.33	0.52	LE	2.15	0.62	LE
13	Principals promote teachers welfare by facilitating their benefits	2.61	0.72	HE	2.52	0.81	HE
14	There are enough offices for teachers	2.23	0.83	LE	1.95	0.61	LE



Table 2 shows that the mean respondents for principals ranged from 2.10 for item 1 to 2.85 for item 2. For teachers, the mean responses ranged from 1.42 to 2.58 for items 1 and 4 respectively. Most of the items for teachers' response had mean value of less than 2.50 which is the criterion mean. The overall mean was 2.48 for principals and 2.20 for teachers. Based on the fact that the mean scores were below the criterion mean of 2.50, it indicates that principals in Anambra State Secondary Schools motivate teachers at low extent.

**Table 3: Mean rating and standard deviation of principals and teachers on the extent principals practice quality leadership and management in Anambra State Secondary Schools.**

S/N	Items Statement	Principal N = 30			Teachers N = 240		
		X	SD	Dec	X	SD	Dec
15	Principals carry out periodic internal supervision	2.41	0.71	LE	1.68	0.41	LE
16	Discipline is maintained in the school	2.29	0.81	LE	2.15	0.75	LE
17	ensure accurate record keeping	2.83	0.71	HE	1.07	0.72	LE
18	School budget is prepared on time	2.53	0.62	HE	2.28	0.81	LE
19	Principals ensure implementation of school curriculum in their schools	3.41	0.88	HE	2.74	0.78	HE
20	Principals ensure teachers and students punctuality	2.73	0.89	HE	2.25	0.77	LE

The data presented in table 3 shows that the mean response for principals ranged from 2.29 for item 2 to 2.83 for item 3 and for teachers, the mean responses ranged from 1.07 for item 3 to 2.74 for item 5. All the items for principals has mean valve greater than 2.50 which is the interior mean except item 2 that has mean response of 2.29. All the items for teachers have below 2.50 except item 5 that has 2.74. The grand mean on the extent principals practice quality leadership and management was 2.70 and 2.02 for principals and teachers respectively. It implies that principals are of the opinion that they practice quality leadership and management in their schools, while, teachers disagree with the principals opinion.

### Discussion of Results

The result of the data analyzed revealed that principals do not provide adequate infrastructures in their schools as both the principals and teachers are of the same opinion. The findings show that quality education may not be achieved in these secondary schools as their principals are having problem on provision and maintenance of school infrastructure. This finding was in tandem with the findings of Wokocha (2009) who stated that to ensure quality education in schools,

academic institutions require quality students, conducive physical environment, well equipped laboratories, workshops, libraries, instructional materials in the ideal quality and quantity as well as funds for research and community service. The findings also agree with Okoli and Okorie (2015) who found that adequate materials should be provided for effective implementation of an education programme and for achievement of quality education in schools. The views, contributions and findings of the authors cite above helped to justify the findings of the study. The findings is also in line with Oyetola, Kayode and Okunuga (2012) who opined that there is significant influence of quality assurance and its effectiveness in raising the standard of facilities in secondary schools.

The findings of research question 2 shows that principals in Anambra State Secondary Schools motivate their teachers at low extent. The findings include: that principals don't organize period internal seminars for teachers, poor communication network established by principals, no enough offices for teachers and not involving concerned teachers in decision making amongst others. In line with this, Adebayo (2009) asserted that educational facilities at all levels are in a terrible shape, schools are littered with dilapidated structures and worn out equipments, they suffer from inadequate manpower both in quality and quantity and low staff morale due to poor pay and poor working conditions. All these result to poor quality in education. This finding also agree with FGN (2004), when it noted that no education system will rise above the quality of its teachers and emphasized that training and production of manpower for our education should be framed on the quality and quantity of teachers. This implies that principals need to motivate teachers adequately as teacher factor is the most important factor for the successful teaching and learning activities.

From table 3 which presented data on the extent principals practice quality leadership and management in secondary schools in Anambra State. The finding shows that principals are of the high extent that they practice quality leadership and management in their schools while teachers are of low extent that principals don't practice quality leadership and management in schools. This is in conformity with Adegbasan (2011) who asserted that Nigeria's educational system is totally in shambles as inadequacies are the order of the day with human and materials resources. He again noted that evaluation are not carried out by school managers, even heads of schools are not concerned with the set objectives of the school any longer, under these conditions, quality can never be assured. This means that the role of educational managers in achieving quality education cannot be over emphasized.

## **Conclusion**

Principals' quality assurance practices in managing secondary schools in Anambra state are faced with challenges. Inadequate teaching materials, low maintenance of school facilities, poor communication flow, not organizing

periodic seminars for teachers and inadequate periodic internal supervision are some of the challenges principals have in achieving quality education. This in essence has affected the quality of education.

### **Recommendation**

Arising from the study, recommendations are made:

1. Principals should most of the time provide and maintain school infrastructures for a better and functional education.
2. Motivation of teachers is of utmost important and should be done by principals periodically in order to bring out the best in the teachers for effective teaching and learning and improved performance of students.
3. Principals to always practice quality leadership and management style for the qualitative growth of the school.

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# AN INVESTIGATION INTO THE APPROPRIATE STRATEGIES USED BY LECTURERS IN THE TEACHING OF ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES IN RIVERS STATE, NIGERIA

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## **Abstract**

*The study investigated entrepreneurship education and curriculum implementation strategies in universities in Rivers State. One research question guided the study whereas a hypothesis was tested. The study adopted the descriptive design. The population of the study were the entrepreneurial studies lecturers in the three public universities in Rivers State. A sample size of 30 lecturers from entrepreneurship and business related departments/faculties were purposively sampled in the three universities in Rivers State namely: University of Port-Harcourt, Rivers State University and Ignatius Ajuru University of Education. The validated questionnaire instrument used for the study had a reliability index of 0.81, using Cronbach alpha statistical test. Mean was used to analyse the data to address the research question, whereas t-test was used to test the hypotheses at 0.05 alpha level. Findings of the study revealed that 'group project', 'case study' and 'assigning projects to students and supporting them' are the most appropriate strategies for teaching entrepreneurship at the undergraduate level. Recommendations made among others include that: adequate funds should be provided for universities and other higher institutions in order to enable them provide infrastructures and manpower requirements for effective implementation of entrepreneurship education curriculum, universities authorities should workout modalities for institutionalizing activity-based and pragmatic methods of learning entrepreneurship with a view to maximizing the benefits inherent in entrepreneurship.*

**Keywords:** Entrepreneurship, Education, Curriculum, Teaching Strategies, Undergraduate, Universities, Rivers State.

## **Introduction**

Education is a process of acquiring and developing knowledge, skills, attitudes and other valuable attributes and behaviours that empower individuals to

become useful members of the society. The global problem of graduate unemployment has become embarrassingly very high in Nigeria, and raises questions about the type of education Nigerian state is offering to her citizens. The National Bureau of Statistics (NBS) reported that 28.58million persons in Nigeria workforce are not employed in the last quarter of 2016(NBS, 2017). NBS further reports that youths within the age bracket of 15-24 are the most affected population. Fresh graduates of higher institutions in Nigeria are majorly in this age group and require job on graduation to keep them out of crime related activities. Babalola cited in Akudolu (2010) observed that despite federal government efforts to fulfil its promise of creating two million jobs every year to cushion the high rate of unemployment, many higher institutions' graduates are still languishing with little hope of getting a good job.

Obanya (2002) posited that for graduate unemployment rate to be reversed, there is urgent need to return to the basics and re-examine the goals of higher education in Nigeria, which emphasises "cultivation of human talent and creative/imaginative potentials through all round development"(pg. 9). Lasisi and Nwoke (2009) opined that entrepreneurship education seeks to prepare youths to be creative in thinking, responsible to self in taking initiatives, identification of business opportunities and taking actions involving risks in order to turn imagined business ventures into reality. This is in line with Nigeria education goals because; entrepreneurship is an effective employment generation strategy, capable of leading to economic freedom and self-reliance for all people irrespective of gender and physical disability (Lasisi & Nwoke, 2009). In recognition of entrepreneurship as a strategy for containing the pandemic problem of graduate unemployment, the federal government in 2007 via the National Universities Commission (NUC) directed all universities in Nigeria to commence entrepreneurial studies starting from 2007/2008 academic session (Wobo & Okafor, 2016: NUC, 2007) . According to NUC (2007), the formulated entrepreneurial courses are compulsory for all undergraduate students, though some universities have extended entrepreneurship education to the post-graduate levels.

Entrepreneurship education in many Nigeria universities is characterised by lethargic attitude across the board, inappropriate curriculum and teaching methodologies on the part of the authorities and lecturers. More importantly, the need to use appropriate strategy in teaching entrepreneurship education appears to be receiving very little attention. It is against this background that this study investigated the strategies used by lectures in teaching entrepreneurship at the undergraduate level.

Research reports suggest that entrepreneurship education is a very important instrument for addressing the challenge of unemployment and poverty. Since its introduction in Nigeria universities in 2007, its impact is yet to be observed in the context of reducing graduate unemployment rate. Despite that graduates are required to compulsorily pass through designated entrepreneurship

courses, majority of them are still stranded in the labour market after years of graduation. Could it be that the methods adopted in the implementation of entrepreneurship curriculum is ineffective or flawed altogether. Whatever be the case, the fact that graduate unemployment rate in Nigeria is dangerously high is undeniable, and invariably heightens the dangers of existential crisis ravaging the labour market, as many job-seekers are facing stout frustration and consequences of ruinous decisions they took in attempt to make a living.

The concept of entrepreneurship has been viewed from different standpoints. Basically, entrepreneurship is derived from French word called 'entrepreneur', which refers to person who engages in activity and achieves something he/she undertakes (Amesi, 2017). Ihiegbulem (2016) defined entrepreneurship as a desire that energizes individuals to start, organize and manage ventures to make profit despite the risks of losing resources invested. Entrepreneurship education has also been conceptualized as training provided for learners to energize their faculties, creative potentials and ability to transform ideas into actions giving birth to new commodities, innovations and taking initiatives and risks in starting up businesses in order to make profit (European Commission, 2015). It can equally be defined as the processes involving abstraction of new things and development of actionable business ideas, mobilizing resources for putting the ideas into practical application to create utilities that command economic values.

There is existential debate over the teachability of entrepreneurship. Some scholars argue that entrepreneurs are born and not groomed, pointing out that it is impossible to teach entrepreneurship because it is more of personality trait and psychological make-up, hence cannot be taught. Supporting this idea, Fayolle and Gailly (2008) opined that talent and temperament is not teachable, whereas Kuratko (2003) insisted that entrepreneurship or some important aspects of it can be taught. Zahra, Mansoreh and Narges, (2012) pointed out that in some profession such as law and medicine, students are taught together, yet some perform so extraordinarily and above others. The reasons behind probable display of unequalled skills among graduates could be blamed on intervening variables relevant for explaining entrepreneurship (Fayolle & Gailly 2008). Jack and Anderson as cited in (Zahra et al, 2012) explained that entrepreneurship education has elements of 'art' and 'science' in which the former involves teachable business management skills for starting-up and managing business outfits, while the latter is basically inventive and creative prowess which are more of 'talents' and unteachable. In this light, it is basically from the artistic point of view that entrepreneurship scholars found logical foundation and justifications underpinning entrepreneurship education. Nevertheless, Akudolu (2010) remarked that some psychological variables related to entrepreneurship can be awakened, revitalized and modified through re-orientation and teaching. For example, attitude, interest, perseverance, initiative, creativity and other values can be imparted, refined or increased.

Having highlighted the foundation of entrepreneurship education, entrepreneurship education is therefore the process of preparing individuals to be able to conceptually and skilfully identify business opportunities that many others failed to recognize and respond to (Kauffman Foundation, 2007). Igbozuruike and Okafor(2017)views it as a process of inspiring understanding, capacities and the right attitude in students in order to help them prosper entrepreneurially. Some of the pivotal entrepreneurial skills relevant for flourishing in business ventures are exposed to students in entrepreneurial classes. Some of these vital skills are but not limited to problem-solving skill, communication skill, finance skill, marketing and sales skill, leadership skill, administrative skill and management skill. Others are information management skill, risk taking/management skill, and self-motivation among others (Igbozuruike & Okafor, 2017). Inculcating these skills with blend of practical mentorship and supervisory supports is considered very essential for ensuring that students develop key industry skills and attitudes. Apart from the utility of entrepreneurship education in providing avenue for acquisition of skills, attitude and knowledge for establishing and managing business ventures, it also instils other essential concepts such as self-reliance, discipline, determination, perseverance, and faith among others. These concepts have strong bearing on self-worth, self-esteem and virtues upon which philosophies that guide individuals' entrepreneurial objectives are contrived and pursued.

On the global outlook, entrepreneurship education is not entirely new. Shigeru Fijii is credited to be the pioneering teacher of entrepreneurship, with his teaching antecedence dating back to 1938 at the Kobe University in Japan (Zahra et al, 2012). Zhang and Markusen (1999) reported that twenty six (26) business schools offered entrepreneurial related course in China. Okah and Odelola (2009) stated that in Latin America, entrepreneurship course are taught in universities in Honduras, Columbia, Mexico, Peru and Brazil, whereas the universities in United States of America (USA) are at the forefront of entrepreneurship research and education globally. Harvard Business School is reputed to have started teaching courses on small scale business management as early as 1940s (Zahra et al, 2012).

Studies have shown that many university students like the idea of being an entrepreneur but lacked entrepreneurial knowledge and skills to start-up a business (Uche, Nwabueze & Ememe, 2009). Asodike (2008) found out that self-employed graduates mostly do not have entrepreneurial skills necessary for expanding their enterprises. Nwite (2016) investigated the exposure of undergraduate students to entrepreneurship education in Ebonyi State University (Nigeria) and reported that entrepreneurship education had a “significant relationship with post-graduate job creation ability” of students (pg. 25). Similarly, Lasisi and Nwoke (2009) study on relationship between entrepreneurship education and national development, revealed a strong relationship between entrepreneurship education and national development.



Studies have shown that contents of entrepreneurship education curriculum in Nigerian universities are inappropriate, inadequate, hazy and evolving (Okah and Odelola 2009). Akudolu (2010) and Finland Ministry of Education (2009) independently declared that entrepreneurship education largely fall within the purview of affective domain of learning, noting that attitude, values, motivation and determination, knowledge and skills are crucial for achieving objectives and goals. Bogoro (2015) remarked that content should be tailored to be in conformity with the socio-economic uniqueness of different societies.

Anene and Imam (n.d) survey highlighted the most acceptable curriculum contents for entrepreneurship education in context of undergraduate students' rankings; operating a saloon was ranked first, followed by interior decoration, electrical/installation, electric wiring, fashion designing and bakery. Others are operating a business centre, graphic designing, making of decorative pots, raising of flowers and hair weaving among others. Okah and Odelola (2009) opined that selecting and including what is right is not the answer to content related questions, but rather refining what works. They continued that it is not only about lecturing students on 'create-a-job- alternative' , but also teaching the students that enterprising is profitable and possible (motivation). In other words, curriculum should be regularly evaluated to ascertain the extent the contents taught is producing the desired outcomes.

Although the curriculum of some universities require undergraduate students to proceed on industrial work experience spreading from six months to one year, at the end of which each student is expected to present a documented report of their experience to their respective supervisors/mentors (Bogoro, 2015).Zahra et al, (2012) study on effective strategy of teaching entrepreneurship reported that 'group project' and 'case study' are the most effective approaches.

Observations and recent studies have shown that the strategies some universities use in teaching entrepreneurship is not producing best outcomes. Nwite (2016) observed that entrepreneurship education is desirable but choosing appropriate strategy has been a retrogressive dilemma for many lectures that may have little or no practical competence and experiences to properly mentor and coach students effectively. Zahra et al, (2012) observed that choosing teaching method in entrepreneurship education depends on the objective, contents, the learners and schools' resources. It is generally agreed by scholars that lecture/expository or the traditional method of teaching has little or no value to entrepreneurship education. The apparent lack of suitable strategy and cost effective methods of teaching entrepreneurship effectively is posing significant impediment to entrepreneurial studies. Zahra et al, (2012) opined that apprenticeship approach would be suitable for teaching students who chose entrepreneurship as a career. Whereas workshops, project works, guest speaker, role model strategies are mainly for stimulating and inspiring entrepreneurial attributes (Mwasalwiba, 2010). However, there appear to be consensus on the

efficacy of activity-based and learner centred approaches to teaching entrepreneurship. Even at that, the cost implications associated with these approaches, in addition to its incongruity with university system poses methodical challenges (Mwasalwiba, 2010).

In the light of the above, this paper examines the modalities of entrepreneurship education in universities, with a view to determining the appropriate and effective strategies for imparting entrepreneurial skills in undergraduates in Rivers State. In this regard, this study addressed the question of; what are the appropriate strategies for teaching entrepreneurship at the undergraduate level of university education? Also tested was a lone hypothesis that compared the mean ratings of male and female entrepreneurship lecturers on the appropriate strategies for teaching entrepreneurship at the undergraduate level of university education.

### **Method**

The study adopted the descriptive survey design. The population of the study comprised entrepreneurial studies lecturers in the three universities in Rivers State. A sample size of 30 (18 male and 12 female) lecturers from entrepreneurship and business related departments/faculties were purposively sampled from each of the three (3) universities in Rivers State namely: University of Port Harcourt (10 lecturers), Rivers State University (10 lecturers) and Ignatius Ajuru University of Education (10 lecturers). The validated instrument has a reliability index of 0.81 using Cronbach's alpha statistic and SPSS software. The instrument was structured to reflect the strategies through which entrepreneurship could be taught. Input of experts and comments of the lectures in the field of entrepreneurship studies were incorporated in formulation of the questionnaire items. The questionnaire items were scaled using a modified Likert type scale of Very Appropriate 4 points, Appropriate 3 points, Less Appropriate 2 points and Not Appropriate 1 point. Mean scores of the items were used to answer the research question. Items with mean of 2.50 and above were accepted while those below 2.50 were rejected. The hypothesis was tested with t-test at at 0.05 significant level.

### **Results**

**Research Question:** What are the appropriate strategies for teaching entrepreneurship at the undergraduate level of university education?

**Table 1:** Mean ratings of male and female lectures opinion on appropriate strategy for teaching entrepreneurship.

S/N	Description of items	Mean		Mean-set	Remarks	Rank
		Male	Female			
1	Individual Project	2.90	3.36	3.13	Accepted	4 <sup>th</sup>
2	Group Project	3.40	3.54	3.47	Rejected	1 <sup>st</sup>
3	Simulation	2.66	2.74	2.70	Accepted	9 <sup>th</sup>
4	Lecture	2.02	2.38	2.20	Rejected	12 <sup>th</sup>
5	Case Study	3.01	3.65	3.33	Accepted	2 <sup>nd</sup>
6	Invitation of Guest Speaker	2.42	2.32	2.37	Rejected	11 <sup>th</sup>
7	Dialogue/interview with Entrepreneurs	2.68	2.59	2.63	Accepted	10 <sup>th</sup>
8	Group Discussion	2.93	2.72	2.83	Accepted	8 <sup>th</sup>
9	Tasking Students to Develop New ventures	3.09	2.97	3.03	Accepted	6 <sup>th</sup>
10	Assigning Projects to students and Supporting them	3.15	3.25	3.20	Accepted	3 <sup>rd</sup>
11	Excursion	2.86	3.00	2.93	Accepted	7 <sup>th</sup>
12	Problem-Solving	3.07	3.13	3.10	Accepted	5 <sup>th</sup>
<b>Aggregates</b>		<b>2.85</b>	<b>2.97</b>			

As shown in table 1 above, lecturers ranked 'group project' and 'case study' first and second with mean scores of 3.47 and 3.33 respectively, whereas 'assigning projects to students and supporting them' (3.20) was ranked third. Also, 'individual project', 'problem-solving' and 'tasking students to develop new venture' were rated appropriate strategies as they ranked fourth, fifth and sixth as indicated by their respective mean scores of 3.13, 3.10 and 3.03. Out of the twelve strategies/methods sampled for determining their appropriateness to teaching entrepreneurship, only 10 were accepted at varying degrees, whereas the remaining two strategies were rejected or deemed inappropriate by the respondents. It is interesting to notice that 'lecture' method had the least mean score of 2.20 and stands rejected. The findings also revealed that 'invitation of guest speaker'(2.36) and 'dialogue/interview with entrepreneurs'(2.63) were respectively ranked 11th and 10th out of the 12 teaching strategies investigated.

**Hypothesis:** There is no significant difference between the mean ratings of male and female entrepreneurship lecturers on the appropriate strategies for teaching entrepreneurship at the undergraduate level of university education.

**Table 1:** t-test of the difference between the opinion of male and female lecturers on appropriate strategy for teaching entrepreneurship.

S/No	Description	N	Mean	SD	d/f	t-cal.	t-crit.	Sig. Level	Remark
1.	Male	18	2.85	0.90	28	0.36	1.96	0.05	Not Significant (H <sub>0</sub> Accepted)
2.	Female	12	2.97	0.89					

Table 1 above shows the t-test of mean ratings of male and female entrepreneurship lecturers on the appropriate strategies for teaching entrepreneurship at the undergraduate level. At 28 degrees of freedom and 0.05 significant level, the t-test yielded a t-cal of 0.36 at t-crit of 1.96. Given that the value of t-cal is less than that of t-crit and statistically not significant, the null hypothesis above is accepted. This implies that both the male and female lecturers' opinions on appropriate methods of teaching entrepreneurship are in accord.

### Discussion

The findings of the study show that 'group project' is the most effective method of teaching in entrepreneurship context. This might not be unconnected with the fact that 'group project' approach enables students to think collectively, brainstorm on ideas and viable business plans. Students learn at greater pace when they are in small groups; sharing opinions, listening to one another, contrasting and criticizing ideas and reinforcing creative thinking which is a recipe to entrepreneurship. The study also revealed a high mean score of 3.33 for 'case study'. This implies that familiarizing students with success stories of thriving entrepreneurs and businesses – thus highlighting the attitude and entrepreneurial skills as well as other variables that aided successful entrepreneurs to succeed is essential in area of motivating intending entrepreneurs. Case study approach could actually be used alongside with excursion/visitation to the business environment under study. These findings are in-line with Zahra et al (2012), who reported that group project method, individual project method, case study, workshop and problem-solving methods are all activity based driven strategies relevant for teaching entrepreneurship at the higher education level. The findings of this study also indicate that assigning projects to students and supporting them properly is vital. Support could be in form of morale, advisory or facilitation. Akudolu (2010) affirmed the importance of propping up the key affective attributes (attitude,

motivation, courage, passion and perseverance) to act as catalysts for engendering entrepreneurial mind-set in students.

In addition, 'individual project' and 'problem-solving strategies had high mean scores of 3.13 and 3.10 and ranked fifth and sixth positions respectively. These high scores highlight their relevance to entrepreneurship education. These revelations are in consonant with Zahra et al (2012) findings, who reported that 'problem-solving', and 'development of new venture are appropriate for teaching marketing and sales related skills. Evidently, lecture method which is in apparently inappropriate for teaching entrepreneurship, however, it is still widely used by lecturers to teach students entrepreneurship. Although the prospects of using other better methods could be daunting to the school authorities, considering the huge financial requirement associated with most of the activity-based approaches (Mwasalwiba, 2010). The acute financial shortages occasioned by the slump in crude oil prices calls for effective management of financial resources on the part of government given that she is the major financier of public universities where larger numbers of students are studying. This has become pertinent because the opportunity cost of not investing in entrepreneurship education is mounting graduate unemployment rate with proportionate increases in criminality and immorality. If the government can re-allocate some funds appropriated for security to entrepreneurship education, there will be more money for funding the latter while reducing the challenges in the former.

### **Conclusion**

The inclusion of entrepreneurial studies in higher education had been received with encomiums by stake-holders in education. This is because of the perceived benefits that accompany entrepreneurship education as it relate to fast-tracking the impartation of essential skills, experiences and attitude pertinent to starting up, managing and growing of businesses. In spite of several studies carried out in entrepreneurship education, less attention was given to finding effective teaching methods. It is a known fact that in all types of education, the quality of teachers and methods of teaching is vital variables that determines efficiency and effectiveness. This is also particularly true in entrepreneurship education. In the light of the newness of entrepreneurship in Nigeria tertiary institutions, it is necessary to assess and determine the appropriate methods/approaches for imparting the required knowledge and skills undergraduate students will need during and after graduation. It was on this premise that the study investigated appropriate teaching methods in entrepreneurship education and found out some key strategies for inculcating entrepreneurship skills and mentality. Among the ranking strategies are 'group project' and 'case study'. Finally, each strategy has its distinctive features that make it suitable for teaching particular curriculum content. In other words, the nature of curriculum content goes a long way in determining the right method for teaching it. Given that there may not be a single method that

will produce the maximum result. It is important for teachers to identify the strategies that can be used in combination with others to achieve the desired outcomes in student context.

### **Recommendations**

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

1. Adequate funds should be provided for universities and other higher institutions in order to enable them provide infrastructures and manpower requirements for effective implementation of entrepreneurship education curriculum.
2. Entrepreneurship lecturers should be equipped with knowledge and skills on how, when and where to use the various methods of teaching entrepreneurship via different capacity building techniques (training and re-training among others).
3. Teaching aids such as laptop, projectors and workshops for teaching the various curriculum contents should be provided, used and maintained.
4. Entrepreneurship education should be fully integrated into the conventional university system; this will facilitate the assimilation of entrepreneurial precepts in other courses offered in the universities.
5. Universities authorities should workout modalities for institutionalizing activity-based and practical methods of learning entrepreneurship.

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# ICT USAGE AND DEVELOPMENT OF BASIC SCHOOL TEACHER PEDAGOGY COMPETENCES FOR GLOBAL COMPETITIVENESS IN NIGERIA

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## Abstract

*Globalization has made the role of the teacher to expand and become more challenging in order to meet the needs of basic learners. Teachers are expected to have a wide variety of methods, skills, adequate knowledge and apply them to create positive classroom environment and work collaboratively with other stakeholders in order to provide the needed support to basic learners. The study therefore examined how basic school teacher pedagogy competences can be improved through ICT usage and development in teaching and learning. The descriptive survey design was used to assess 250 sandwich teachers at the University of Lagos. A 20 item questionnaire titled ICT Usage and Development of Basic School Teacher Pedagogy Competence Questionnaire {IUDBSTPCQ} was used to elicit data from respondents. Findings of the study revealed that, teachers do not have adequate ICT knowledge and skills for pedagogical competence and global competitiveness and inadequate availability and usage of ICT resources; there is a significant relationship between ICT usage and development and basic teacher pedagogy competence. The study equally showed the relative contributions of the independent variables (ICT knowledge and skills, school leadership, teacher quality, availability and usage) to the dependent variable (teacher pedagogy competence). It was therefore recommended that basic schools should focus attention on building teachers' interest in ICT so as to encourage its usage and development for global competitiveness and that there is the need for government to improve and develop school ICT resources to facilitate ICT usage and enhance teachers' pedagogy experiences in teaching and learning.*

**Keywords:** ICT, Usage, Development, Pedagogy and Competence.

## Introduction

Teaching and learning in modern times have undergone different changes from the way it was a century ago. The introduction of information communication technology (ICT) came with enormous changes that have influence on the teaching, learning and knowledge acquired by basic learners. Basic learners in modern times have developed new abilities, perceptions and approach to learning. Therefore, it is assumed that the system of education must adapt to the new method of

information communication technology usage, and knowledge transfer approaches. The knowledge acquired in school through the established teaching and learning method is assumed to be inadequate to understand and solve the problems encountered due to complex tremendous accumulation of information in our society today. The informal teaching and learning knowledge acquired through the social media is becoming more receptive than classroom learning. Thus, Cornu (2010), in his work described basic learners which he referred to as “Digital Natives” as facing three major challenges that include; new knowledge, networks and collective intelligence.

There is the assumption that a wide gap exists between technology and pedagogy in basic school teaching and learning. However, this new trend calls for basic schools to integrate this new technologies into the existing method of learning in terms of curriculum, innovations, classroom interactions and teacher–pupil relationships in schools. Since knowledge is evolving rapidly, not only acquired in the classroom through the teachers, efforts must be made to improve teachers knowledge, skills, abilities and social competences to be able to be creative in teaching and management of basic learners.

Teaching and learning in the past and present takes place in the classroom where teachers use different approaches and materials with contents that basic learners master and apply in their everyday life. In the past materials were mostly in the form of text books and work books recommended by the appropriate authorities and the teachers were the only source of knowledge, skill, ideas and values to be imparted on the learner (Bello, 2008). Thus, there was an immense distance between people from different parts of the world and to share and exchange educational materials to a large extent were almost impossible. Thus, sharing of knowledge, experience, skills and values through educational process was limited to individual environment. With the development of ICT, the global image of educational process is continuously changing and evolving. The world has developed into a global village with so much accessibility to information and integration of knowledge and skills through collaborations. The strategic goal of any modern educational institution is to achieve globally recognised standards in its teaching and learning activities. Given the need to promote and improve our global competitiveness in basic teaching and learning, the development of teacher pedagogical competencies is expected to offer practical strategies, practices and rules to guide teachers in ways to improve instruction that improves students’ performance and quality of the work experience.

ICT in this context is defined as the rearrangement of the traditional system of teaching and learning, and integration of technology to facilitate learning experiences. This refers to the computers, internet connections, peripheral devices and multimedia, and the range of phone technologies available for children to facilitate and communicate information for learning purposes. The use of ICT in

the school system shifts learning approaches to a more constructivist learning that increases the activity and responsibilities of basic learners (Mikre, 2011). It is assumed that the pedagogical approach of teaching and learning in schools is basically conveyance learning. Hence this does not encourage constructivist approaches, collaborative work and collective achievement. According to Cornu (2010), networking and collaboration through the use of ICT are new ways of co-operating and developing new concepts at a collective level to achieve very complex and difficult tasks. To support the realization of the potentials of basic learners, it is important for the teachers to incorporate a range of teaching and learning resources into the teaching method. This implies the need for the teachers to act as change agents by participating actively in networking in order to direct, construct effectively relevant collective intelligence and achievements. The teacher can institutionalize and stabilize different knowledge acquired by learners through having adequate understanding of the characteristics of basic learners by being ICT compliant. This will help manage the new explosion experienced by basic learners. A competent teacher sees the value in developing and prevailing on the students by seeking opportunities for professional collaboration within and beyond the school environment. According to Makulova, Alimzhanova, Bekturganova, Umirzakova, Makulova and Karymbayeva (2015), competence is defined as the ability to perform any activity on the basis of the acquired knowledge, skills and abilities of the individual.

Ejiogu (2018) asserts that technology is the sum knowledge, tools and processes used to transform organisational input into outputs. Therefore, for there to be technological breakthrough and subsequent advancement, there must be the right idea/knowledge; the right method of it into effect through development and at the appropriate time with availability of the right materials. With modernisation trend in education, stakeholders are concerned with the place and role of teachers in teaching and learning of basic learners. The challenge therefore, is how to reposition our teachers into this era of high-tech with inadequate computer literacy as they are the major players in this act of moulding and nurturing of basic learners. Commenting further Ejiogu (2018) stated that “any teacher worth the name must have a sound theoretical knowledge about learning and human behaviour; control of technical skills for effective teaching and learning; a display of attitudes that would foster learning and appropriate human relations; and thorough mastery of the subject matter being taught”. Therefore, the teacher must have acquired instrument, interpersonal and systematic competences to be able to adapt, impact and nurture basic learners. According to Sofowora and Egbedokun (2010) teachers of tomorrow will have no choice but to become web-workers, coaches and facilitators, that are not to pass on knowledge alone but to encourage the development of high ordered skills most especially the skill of time management.

A study by Ezugwu, Ofem, Rathod, Agushaka and Huruna (2016), lecturers revealed that ICT plays a vital role in promoting efficiency in the teaching process.

Sofowora and Egbedokun (2010) in a related study revealed that teachers had access to computers but did not have the pre-requisite ICT skills for usage in teaching and learning. In their study, Jingyany, Jingjing, Leiwu and Yjuan (2017), on four dimensions of ICT: frequency of use, resources content, perceived usefulness and satisfaction found out that teachers in different grades have significant differences in the aspects of resources content, perceived usefulness and satisfaction. Onyene, Oshionebo and Olisaemeka (2008) in their study using ICT for sustainable secondary school education development revealed that teachers rate of ICT usage for personal development/research, teaching purposes, knowledge acquisition and documentation is very low. ICT explosion is a challenge to practitioners. In another study by Onyene, Mbah and Madumere (2009) assert that ICT is an indispensable tool in management and very useful in packaging organisational programmes, activities and competences. Nigeria needs to meet up with the real world in the face of ICT revolution for global competitiveness. Goro (2003) stated that an assessment of the state of the computers and technology literacy should be a cause for concern for teacher education in Nigeria. To function efficiently and competitively in a world dominated by technological innovation our basic teachers and schools need to be keeping pace with technological development globally. Arundale cited in Sofowora and Egbedokun (2010) explained that children learn in two ways, orally and visually. Many basic learners however learn more rapidly when oral teaching is linked with what they can see, touch or handle. This is because a teacher cannot be certain that his/her verbal description will convey the correct impression especially if he/she finds it difficult to compare the things being described with those things the students are already familiar with. Arundale concluded that this difficulty can be removed immediately if mediated instruction is available. Learning is made more permanent and reality of experience is provided which stimulates self-creativity in the students and continuity of thoughts is developed. Several scholars in the past have supported the use of ICT by teachers to improve classroom teaching and learning (Leat & McAleavy 2010, Bull, Bell, Mason & Grofalo 2002, and Hepp, Hnostroza, Erique, Ernesta & Rehbein, 2004). It is high time we recognised that teachers deserve far more help with the development of digital learning.

Globalization and modernisation are imposing huge challenges or changes on basic learners, teachers and the society at large. Successful education systems are assumed to be those that promote and encourage development of teachers and school heads at all levels. According to Schleicher (2015), the skills that students need to contribute effectively to society are changing constantly, but our education system is not keeping up with the pace. Most schools look much the same today as they are generations ago and teachers themselves are seen not developing the practice and skills required to meet the diverse needs of today's learners. The question still remains, "what are the skills that basic learners need to play a part in this rapidly changing world and how our educational system can best support the

type of teaching that develops those skills for global competitiveness. The challenge therefore is the level of teacher's competence in providing knowledge, skills and creativity related to the knowledge base and environment of basic learners; the quality of teachers and their continuous and relevant professional development programmes and being able to integrate ICT into teacher pedagogy in teaching and learning activities. This study therefore examined how basic school teacher pedagogy competences can be improved through ICT usage and development in teaching and learning.

### **Research Questions:**

The following questions guided the study:

1. To what extent do teachers have adequate ICT knowledge and skills for pedagogy competence and global competitiveness?
2. What is the level of availability of ICT resources provided by basic schools for teachers' pedagogy competence?
3. Is there any relationship between school leadership and teachers' ICT pedagogy competence for global competitiveness?
4. Is there any relationship between basic school teacher quality, professional competence and teachers' ICT pedagogy competence for global competitiveness?

### **Hypothesis**

H<sub>01</sub>: There is no significant correlation between ICT usage and development and teacher pedagogy competence for global competitiveness.

### **Method**

Descriptive survey design involving cross-sectional survey was used for the study. Data was collected from in service teachers of the Lagos State Ministry of Education. The convenient sampling technique was used to select 250 sandwich teachers at the University of Lagos. A 20 item questionnaire titled ICT Usage and Development of Basic School Teacher Pedagogy Competence Questionnaire {IUDBSTPCQ} was used to elicit data from respondents and analyzed using descriptive statistics. The section 1 of the IUDBSTPCQ (20 items) is used to assess the professional use and school ICT capacity and school leadership of basic school teachers in Lagos State. It is adapted from Evaluation of the Information and Communication Technology Knowledge and Skills Levels Survey (EICTKSLS) by Evaluation and Accountability, Department of Education and Training Western Australia (2005). The instruments were validated by five academic staff of educational administration and experts in educational management. The Cronbach alpha was used to determine the reliability of the study instruments and reliability coefficient of 0.70 was obtained. Responses to the items were adapted on the 4-point Likert type of SA- Strongly Agree, A- Agree, D-Disagree, and SD-Strongly disagree. The 4-point Likert scale was reduced to two with Strongly Agree and

Agree merged together as ‘Agree’ and Strongly Disagree and Disagree merged together as ‘Disagree’. The criterion mean value of 2.5 was set; all items with mean score below this value are considered to be on disagreeing affirmation. In order to quantitatively estimate the contributions of school planning and leadership and teacher quality and professional competence factors of the study against the teachers’ ICT pedagogy competence for global competitiveness indicators, a Multiple Regression Model was constructed and analysed.

**Results:**

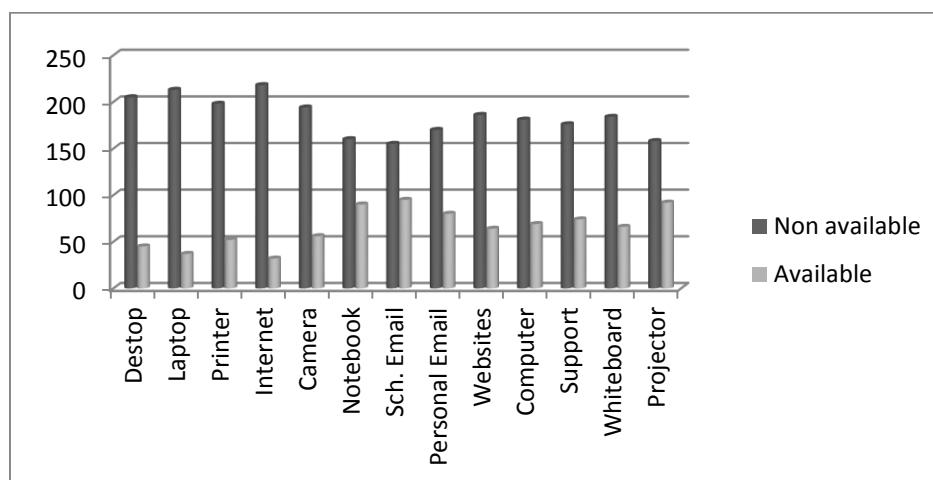
**Research Question 1:** To what extent do teachers have adequate ICT knowledge and skills for pedagogical competence and global competitiveness?

**Table 1: Teacher Adequate ICT Knowledge and Skill and Pedagogical Competence**

	<b>N</b>	<b>Mean</b>	<b>Std. D</b>
1. Teachers do not use ICT resources to create materials for students use	250	3.08	0.65
2. Inadequate knowledge of ICT hinders my access to information and best practices for teaching	250	3.31	0.55
3. I use computers to monitor and evaluate my students.	250	2.44	0.84
4. I communicate with my fellow teachers and otherteacherfrom another school through electronic mails.	250	2.67	0.90
5. I exchange course materials for collaborations with others teachers through mails	250	2.63	0.86
6. Lack of participation on online professional learning affects my performance	250	2.91	0.71
7. I post information online to assist other students in their work.	250	2.76	0.88

Data on table 1 show that respondents with a mean score of 3.08 agreed that teachers do not use ICT resources to create materials for students use. With a mean score of 2 and 4 respectively the table shows that inadequate knowledge of ICT hinders access to information and evaluation of students with the use of computers. Also the respondents with a mean score of 5 and 7 respectively agreed that lack of participation on online professional learning affects teacher’s performance and that teachers post information online to assist other students in their work.

**Research Question 2:** What is the level of availability of ICT resources provided by basic schools for teachers’ pedagogical competence?



**Fig 1: Availability and Usage of ICT Resources**

Fig 1 shows the availability of ICT resources needed by basic school teachers to improve their pedagogical competence. The chart revealed that the respondents agreed that there is almost non availability of the required ICT resources in Basic schools to improve teachers’ pedagogical competence. From the figure it is deduced that the ICT resource factors that contribute to teacher pedagogical competence for global competitiveness are not available in Basic schools.

**Research Question 3:** Is there any relationship between school leadership and teachers’ ICT pedagogical competence for global competitiveness?

**Table 2: School Leadership and Teachers Pedagogical Competence**

	N	Mean	Std. D.
8.My school has a clear sense of direction on how touse ICT to enhance the learning of students	250	2.48	0.70
9.My school encourages the use of ICT by all teachers	250	2.67	0.95
10.Appropriate access and support for ICT usage is provided in my school.	250	2.14	0.71
11.ICT is used to evaluate and report students’ continuous assessment in my school	250	2.27	0.91
12.Sufficient ICT resources are available to meet the requirements of teachers and students.	250	2.12	0.78
13.ICT professional learning opportunities are provided for teachers for participation in my school	250	2.21	0.96
14.The use of ICT is encouraged in the teaching and learning of students in my school	250	2.56	0.87

Table 2 reveals that the respondents disagreed that Basic schools have a clear sense of direction on how to use ICT to enhance the learning of students with a mean

score of 2.8. The table equally revealed that there is lack of professional development opportunities for teachers with a mean score 2.21. However, the table revealed with a mean score of 2.56 that the respondents agreed that the use of ICT is encouraged in the teaching and learning of students in my school.

**Research Question 4:** Is there any relationship between basic school teacher quality, professional competence and teachers' ICT pedagogical competence for global competitiveness?

**Table3. Teacher Quality and ICT pedagogical Competence**

	<b>N</b>	<b>Mean</b>	<b>Std. D</b>
15.UBE teachers do not need any more training in ICT usage	250	1.71	0.65
16.Teachers do have adequate knowledge of ICT usage in my school	250	2.08	0.71
17.It is better for teachers to undergo six months to one year in-service re-training in ICT usage for UBE to function well.	250	2.81	0.81
18.Provision of the right type of ICT teaching and learning resources is more important than teacher re-training.	250	2.65	0.92
19.Teachers prepare their lesson notes using computers in my school	250	2.20	0.87
20.Re-training or not does not affect teachers' ICT usage performance.	250	2.23	0.75

Table 3 shows that the respondents agreed with a mean score 2.8 that it is better to undergo six months to one year in-service re-training in ICT usage to improve performance. The table equally revealed with a mean score of 2.7 that provision of the right type of ICT and learning resources is more important than teacher retraining. However, the mean score of all other items by the respondents are below the criterion mean of 2.5. It can be deduced that basic schools need to enhance professional development opportunities of teacher so as to improve ICT pedagogical competence for global competitiveness.



**Table 4:** H<sub>01</sub>: There is no significant correlation among ICT usage and development and teacher pedagogy competence for global competitiveness.

In order to test the above hypothesis, the independent data collected on ICT usage and development were collated with basic school teacher pedagogy competence using Multiple Regression Analysis.

**Relative Contribution of the Independent Variables of the Study to the Dependent variable teacher pedagogy competence**

	Mean	St.dev	1	2	3	4	5
1 ICT KNOWLEDGE AND SKILLS	19.81	4.39	1	.703**	.304**	.261**	.049
2 SCHOOL LEADERSHIP	16.44	5.04		1	.302**	.203**	.059
3 TEACHER QUALITY	31.45	2.00			1	.013	-.077
4 AVALIABILITY AND USAGE	16.96	3.88				1	.08

Table 4 shows the relative contribution of independent variables (ICT knowledge and Skill, School Leadership, Teacher Quality and Availability and Usage) to dependent variable (Teacher Pedagogy Competence).

The results indicate that (ICT knowledge and skills with teacher pedagogy competence ( $r=0.703$ ,  $p<0.05$ ),  $p=0.00<0.05$ ; School Leadership ( $r=0.304$ ,  $p<0.05$ ), Teacher Quality ( $r=0.013$ ,  $p<0.05$ ), Availability and Usage ( $r=0.08$ ,  $p<0.05$ ) contributed significantly to qualitative basic education delivery. This implies that there is a significant relationship between ICT usage and development and basic teacher pedagogy competence for global competitiveness. The null hypothesis is therefore not accepted.

**Discussion**

The result of the study revealed that teachers' inadequate knowledge of ICT and usage hinders them from accessing needed information and skills that enhances basic learning. This is because the respondents agreed that teachers' do not use ICT resources to create materials for students use, monitor and evaluate students progress report and exchange materials for collaborations with other teachers with a mean score of 3.1, 2.4 and 2.7 respectively. The consequence of this therefore, is lack of incorporating different methods of teaching and learning resources into our every day teaching and learning method. The results revealed that there is a

significant relationship between ICT knowledge and skills and teacher pedagogy competence ( $r=0.703$ ,  $p<0.05$ ). Teachers need to be repositioned into a high tech era with appropriate knowledge in ICT so as to be able to adapt and impact meaningfully to basic learners. This finding corroborates with Ezugwu, Ofem, Rathod, Agushaka and Huruna (2016), which revealed ICT plays a vital role in promoting efficiency in the teaching process through interaction, collaboration and innovation. Therefore it requires adequate knowledge and skill to embrace a new approach to pedagogy, curriculum, lesson planning and application of the latest educational resources to achieve the stated educational objectives for global competitiveness. The study also revealed that lack of participation on online professional learning affects their performance with a mean score of 2.9. Corroborating the findings Onyene, Oshionebo and Olisaemeka (2008) in their study revealed that teachers rate of ICT usage for teaching purposes, knowledge acquisition and documentation is very low. To ensure adequate skills and technology transfer via basic learning, the teacher level of computer knowledge and usage must be improved for effective classroom teaching and learning. However, the respondents agreed that the post information online to assist other students in their work with a mean score of 2.8. Interrogating further, it was discovered that their posting was done through only WhatsApp means of communication.

The result of the study in research question two revealed that availability of ICT resources are fundamental tool to ICT usage and development. The chart revealed that the respondents agreed that there is almost non availability of the required ICT resources in Basic schools to improve teachers' pedagogy competence hence zero usage. The study revealed that only 18% of desktops, 22% of internet facilities and 30% of technical support are available in basic schools. Provision of technical support and computers for schools will facilitate ICT usage and development of teachers and basic learners. Most of the teachers cannot navigate to known websites and do basic searches on the web. This implies that most are not familiar with word processing skills. Therefore, basic schools should be provided with all the necessary ICT resources needed to enhance teacher pedagogy competence for global competitiveness. There is the need to encourage participatory and regular usage of the available resources to enhance competence. Basic school management should endeavour to equip the schools with the 21<sup>st</sup> century resources as well as ensure maintenance of available resources, provision of an environment conducive for e-learning through communication and collaboration with both teachers and basic learners. Corroborating the findings Jingyany, Jingjing, Leiwu and Yjuan (2017), in their study revealed that teachers' effective ICT usage will enhance the efficiency and effectiveness of teaching and learning of modern day basic learners. This is because frequency of use and application of resources content enhances perceived usefulness and satisfaction derived by the teachers in teaching and learning of basic learners. However, there

is no significant relationship between availability, usage and teacher pedagogy competence.

The finding of the study in research question 3 indicated that basic schools do not have a clear sense of direction on how to use ICT to enhance learning with a mean score of 2.4760. This implies access and support of ICT usage is not being provided for teachers to enhance their pedagogy competence. Therefore, they teachers' will not be able to provide and implement alternative instructional strategies in the classroom to enhance learning. The result revealed that this is the next most influential factor in teacher pedagogy competence. Hence, there is a significant relationship between school leadership and teacher pedagogy competence ( $r=0.304$ ,  $p<0.05$ ). There is the need to use variety of assessment strategy in monitoring and evaluating student's progress. Teacher attitude and motivation is very important in integrating ICT into learning process. The school leadership is expected to motivate the teachers and provide an environment conducive and resources for ICT usage and development. This will challenge the teachers to explore technology and its potential to make learning exciting for basic learners. The result shows that the respondents disagreed with a mean score of 2.1 that sufficient ICT resources are available to meet the requirements of teachers and students. To achieve global competitiveness in education for basic learners, school leadership should make provision for networking and collaboration among teachers through ICT usage and development to improve traditional pedagogy process in terms of acquisition of complex skills and abilities to enhance teaching and learning. The findings is corroborated by Onyene, Mbah and Madumere (2009) that ICT is an indispensable tool in management and very useful in packaging organisational programmes, activities and competences for global competitiveness. Therefore, access to knowledge has become a powerful force for transforming education, social, economic and political life globally with the advent of ICT. The result shows that the respondents disagreed with a mean score of 2.2 that ICT professional learning opportunities are provided for teachers' participation in their schools. Basic teachers need to have comprehensive knowledge of both academic and social approaches to learning due to the influence of ICT on basic learners.

The result of the study in research question 4 revealed that the respondent disagreed that basic school teachers do not need any more training in ICT usage and teachers do have adequate knowledge of ICT usage in their schools with a mean score of 1.7 and 2.1 respectively. The quality of teachers and ICT pedagogy competence is dependent on the frequency and relevance of the professional development programmes organised for basic teachers. Integrating ICT usage and development into teacher traditional pedagogy process can be achieved through awareness, capacity building and provision of the necessary resources and practice. The findings show that the respondents agreed that provision of the right type of ICT teaching and learning resources is more important than teacher re-training with

a mean score of 2.7. The extent to which teachers will integrate ICT in classrooms is subject to adequate knowledge and skills acquired in training and availability of the resources needed in teaching and learning. The finding is corroborated by Hepp, Hnostroza, Erique, Ernesta and Rehbein, (2004), in their study that revealed that teachers deserve far more help with the development of digital learning.

However, the study revealed that of lesser, but still have significant influence on teacher ICT pedagogy competence is teacher quality ( $r=0.013$ ,  $p<0.05$ ).

### **Conclusion:**

The study was carried out to establish the extent to which ICT usage and development influence teacher pedagogy competence for global competitiveness. Hence, there is the need to assess the integration of ICT knowledge and skills in the teaching and learning of basic learners. Also the study identified the relative contributions of the variables of the study that include; ICT knowledge and skills, school leadership, teacher quality and availability and usage of ICT resources. Based on the findings, it has been highlighted the need for basic schools to improve on their ICT usage and development in order to enhance teacher pedagogy competence for global competitiveness. School leadership should provide an enabling environment, appropriate resources and technical support to facilitate teachers to explore and embrace technology so as to make learning exciting for basic learners. Given the availability of adequate professional development programmes by the schools, it will enhance development of the right attitude and motivation of the teachers towards improving their pedagogy competence for global competitiveness.

### **Recommendations:**

Based on the finding of the study, the following recommendations were made to include:

1. Basic schools should focus attention on building teachers' interest in ICT so as to encourage its usage and development for global competitiveness.
2. There is the need for government to improve and develop school ICT resources to facilitate ICT usage and enhance teachers' pedagogy experiences in teaching and learning.
3. Basic schools head teachers should develop teacher attitude and motivation towards ICT through information and communication so as to achieve commitment.
4. The government need to provide adequate and relevant professional development programmes for teachers to enhance their pedagogy competence.

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# WELFARE PACKAGES AND JOB SATISFACTION AMONG PUBLIC SECONDARY SCHOOL TEACHERS' ONDO STATE, NIGERIA

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## **Abstract**

*The study investigated the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo State, Nigeria. A descriptive research design of a survey type was adopted for guide the study. The population of the study consisted of all the 16 public secondary schools in Akoko North East Local Government Area of Ondo State. To generate sample for the study, the simple random sampling technique was employed to sample one principal and nineteen teachers from 30 public secondary schools where a total sample of six hundred (600) respondents comprising 30 principals and 570 teachers was used for the study. The instrument for data collection was a researcher-developed questionnaire titled, "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ) which was validated by experts. It was tested and found reliable at  $r=0.87$ . The findings of the study showed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. It also was also found out that there is no significant relationship between internal welfare packages factors and teachers' job satisfaction in Ondo state secondary schools and as that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. Following the findings, it was recommended that involvement of teachers in decision making should be a practice of modern day principals. It was also recommended that to increases teachers' job satisfaction and achievement in secondary schools, it is important that the Government should increase its budgetary allocation to education and to adequately allocate sufficient funds to secondary schools for the provision of necessary materials and equipment.*

**Keywords:** Senatorial district, welfare package, intrinsic factors, extrinsic factors, financial benefits, non-financial benefits.

## **Introduction**

Welfare packages are the strategies employed in motivating teachers for better job performance. These are in form of salary increment, gratuity, and regular promotion, ensuring job security and establishing cordial relationship among

teachers. Nigeria has embarked on a major transformation with a vision to move from a peasant society to a modern and prosperous country and education is seen as a key factor for the achievement of this objective. Welfare packages is a critical element of human resources management system and should be designed to work together with other elements of the system. It is generally believed that money not only helps people to attain their basic needs, but it is also instrumental in providing higher level need performance. As a result, most employees value work according to how much they gain from it. In most developing countries, the salary scales for secondary school teachers are not lucrative despite the rapidly increasing costs of living with very small salary increments awarded based on seniority/ experience, with little or no link with actual job performance (Michaelowa, 2002).

According to Cascio (2003), the objective of the design of reward programme is divided into two; direct and indirect forms of welfare packages. Direct packages have to do with wages or salary aspect while an indirect package is the fringe benefits a worker enjoys as a result of working in an organization's. Integrating the two into a package that will encourage the achievement of an organizations goal is what welfare package is all about (Odunlade, 2012). In service and profit oriented organisations such as educational institutions, employees' welfare package also includes issues regarding wages and salary programmes, structures accruing from job descriptions, merit-based programmes, bonus-based programmes, commission based programmes among others while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others. Sinclair (2002) asserted that money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. He also exhibits the motivational power of money with the process of job choice and expounds that money has the power to attract, retain, and motivate employees towards higher performance. For instance, if an employee has another job offer, which offers greater financial rewards and has identical job characteristics with his current job, that worker would most probably be motivated to accept the new job offer.

Welfare packages as a factor that propel workers' satisfaction in an organization is a vital variable in this study. Jyoti and Sharma (2009) opined that the provision of a high quality education system depends on high quality teachers. A high teacher morale, relevant subject knowledge, and the teachers' specialised teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007).

Satisfaction with the teaching component has important consequences in the sense that when the teachers are happy, devoted and committed, it helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). Teachers like other employees have moral obligation for overall development of their country. The dissatisfied



workers are the biggest danger as it leads to absence of enrichment, fulfillment of schools goals and objectives. A study by Pinder (2008) showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility. Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed. In addition, it seems that one of the prime factors that affect the achievement of educational objectives of students is the scarcity of knowledgeable and committed teachers in schools with required quality and quantity. Shortage of professionally skilled manpower and lack of clear knowledge in school teaching systems are the major educational problems nowadays in schools which affect student's achievements (Hargreaves, 2004).

According to Buitendach and De Witte, (2005), job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic (external) and intrinsic (internal) factors.

The extrinsic factors include aspects such as pay, promotion opportunities, co-workers, and supervision. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999).

Intrinsic factors are related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. Intrinsic satisfaction is based on taking pleasure in an activity rather than working towards an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, Hunt, Osborn, & Uhl-Bien, 2011). Regarding to this Herzberg believes that people are turned on and motivated by high content jobs that are rich in intrinsic reward.

Those intrinsic factors were derived from:

- i. Achievement:** This includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem related to work which means the capacity to do the work effectively.
- ii. Challenging Work:** It is the nature of the tasks to be carried out on the job. Job design is the process through which managers plan and specify job tasks and the work arrangement that allows them to be accomplished. The best job design is always one that meets organizational requirements for high performance, offers a good fit with individual skills and needs, and provides valued opportunities for job satisfaction.
- iii. Advancement:** The actual change in upward status within the organization as a result of performance. Increased opportunity changes with no increase in status are considered under responsibility. The Teacher Advancement

Programme (TAP) counters many of the traditional drawbacks that plague the teaching profession: ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation. Teacher Advancement Programme provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, develop and retain high quality teachers in order to increase student achievement (TAPF). Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power.

- iv. **Growth and Development:** Training is defined as the organized activity aimed at imparting information or instructions to improve the recipient's performance or to help him or her to attain a required level of knowledge or skill (Saeed and Asghar, 2012).

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors were discussed, namely: organizational policy & administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security, statues and the issue of fairness.

- i. **Organizational Policy and Administration:** organization policy and its administration have relation with the effectiveness of organization as well as employees' performance. As Bennell and Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of effort. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.
- i. **Salary:** is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma and Bajpai, 2011). In addition, incentive is something that triggers a particular course of action. When incentives are offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive will be given to the employee as a reward when the goal is met (Ahuja and Shukla, 2007).
- ii. **Promotion Opportunities:** Kreitner and Kinicki, (2001) states that the positive relationship between promotion and job satisfaction is dependent on perceived equity by employees. However, Cockcroft, (2001) points out that perceived equity of promotion is not the only factor to have a positive impact on job satisfaction. It is likely that the employee is satisfied with the company's promotion policy, but dissatisfied with the opportunities for promotion.
- iii. **Supervision:** is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their

cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983). Supervision requires the competency or technical ability of the supervisor. This includes the supervisor's willingness to teach or delegate authority, fairness and job knowledge.

- iv. **Work Relationship:** In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship within, across, between and among many individuals and organizations (Sargent and Hannum, 2005). This relationship must develop quickly and productively to allow for high trust and creative collaboration. Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers.
- v. **Working Conditions:** working conditions is the factors that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). The working conditions are conducive when administration provides their employees to safe and healthy environment.
  - a. **Fairness:** One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly and the relationship between perceptions of justice and job satisfaction is very strong, therefore employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004).
  - b. **Job security:** Job security is an employee's assurance or confidence that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future. Certain professionals or employment opportunities inherently have better job security than others. Job security is about an individual's perception of themselves, the situation and the potentials. There are some external factors that have an influence on our job security. Our individual job security is influenced more by personal factors, like education, our experience, the skill we have developed, our performance and our capability (Simon, 2011).

The persistence of poor and dwindling academic performance, absenteeism, and inadequate lesson preparations and syllabus coverage in public secondary schools in Ondo State leads to one pertinent question; is there value for money spent on secondary school education specifically on teachers in public secondary schools in the Southern senatorial district of Ondo State? Extremely important is the concern as to why teachers in Secondary schools in Ondo State are found wanting in playing their role as educators?

It is on this basis that the present study seeks to fill this gap. In this study, the researcher seeks to establish on welfare packages and job satisfaction among public secondary school teachers in the southern senatorial district of Ondo State. The purpose of this study is to investigate the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo state. Specifically, the study:

- i. examined the level of internal and external factors influence on teachers' job satisfaction.
- ii. determined the influence of teachers' working conditions on job satisfaction.
- iii. determined the level of teachers' welfare packages in secondary schools.

### **Research Questions**

The following questions were raised and answered in the study:

1. What is the level of teachers' job satisfaction in the southern senatorial district of Ondo State?
2. What is the level of teachers' welfare packages in secondary schools?

### **Research Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between teachers' welfare packages and job satisfaction in secondary schools in Ondo State.
2. There is no significant relationship between internal welfare packages and teachers' job satisfaction in Ondo State secondary schools.
3. There is no significant relationship between external welfare packages factors and teachers job satisfaction in Ondo State secondary schools.

### **Methods**

This is a descriptive research design of a survey type. It was used to examine welfare packages and job satisfaction among public secondary school teachers.

The population of the study was made up of all teachers and principals in the public secondary schools in Ondo State.

A total sample of six hundred (600) principals and teachers were randomly selected for the study. This comprised 30 principals and 570 teachers. The sample composed using simple random sampling technique Thirty schools were first sampled. Thereafter one principal and 30 teachers were sampled from each schools. This results to 600 respondents.

### **Research Instrument**

The instrument used for this study was self- developed close ended questionnaire titled "Welfare Packages and Job Satisfaction of Teachers Questionnaire (WPJSTQ) The unstructured questionnaire was divided into two parts A and B.

The section “A” of the questionnaire sought information on background data such as; sex, age and level of the teachers. The section “B” of the questionnaire contained 20 items and was sub-divided into two parts according to variable tested. The items were structured on a 4-point scale as Strongly agreed (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) and weighted 4,3,2, and 1 respectively.

The validity of the instrument used was ascertained through a critical evaluation of the items of the rating scale by experts in of Educational management and Test and Measurement all in the Faculty of Education of Adekunle Ajasin University, Akungba-Akoko, Ondo State. A test re-test method was used and a high reliability of  $r = 0.87$  placed the instrument on highly reliability level before actual administration.

## Results

### Research question 1

What is the level of teachers’ job satisfaction in southern senatorial district of Ondo State?

**Table 1**  
**Percentage of Teachers’ Level of Job Satisfaction**

S/N	ITEMS	SA (%)	A(%)	D (%)	SD(%)
1	I am satisfied to being a teacher	57.1	35.7	4.1	3.1
2	I enjoy my work	22.4	74.5	3.1	-
3	Teaching provides me with opportunity to use all my skills and knowledge	32.7	64.3	3.1	-
4	I prefer to continue with my teaching profession	20.3	67.3	4.1	8.2
5	I am interested to providing enough tutorials for different level of students	25.5	71.4	3.1	-
6	There is fair distribution of work load in teaching	31.6	49	8.2	11.2
7	Teaching profession is challenging for me	26.5	44.9	4.1	24.5
8	I am satisfied with the availability of further professional development analysis	22.4	46.9	4.1	26.5
9	My monthly salary is sufficient to all important expenses	10.2	38.8	23.5	27.6
10	I am not satisfied with the payment of salary	17.3	42.9	15.3	24.5
	<b>Average</b>	<b>26.1</b>	<b>52.5</b>	<b>7.1</b>	<b>12.3</b>

The information presented in the table 1 shows the responses of teachers’ level of teachers’ job satisfaction. The average percentage of responses showed that 52.5% agreed that they are satisfied as teachers followed by 26.7% that strongly agreed while 7.1% disagreed and 12.3% strongly disagreed to be satisfied.

**Research Question2**

What are the extent of teachers' welfare packages in secondary schools?

**Table 2**

**Percentage Level of Teachers' Welfare Packages in Secondary Schools**

S/N	ITEMS	SA(%)	A(%)	D(%)	SD(%)
11	I am satisfied with the clean and comfortable working area	17.3	46.9	6.1	29.6
12	I am satisfied with recreation materials within my school	7.1	45.9	17.3	29.6
13	Students' attitude towards education in school enhanced my job satisfaction	7.1	45.9	16.3	23.5
14	I am interested to spend my time classroom instruction	11.2	81.6	3.1	4.1
15	I am satisfied with the supply of materials and tools for teaching and learning	7.1	53.1	21.4	18.4
16	I am satisfied with the participation in co-curricular activities in school	12.2	62.2	7.1	18.4
17	I would not like to be transferred to another school	7.1	38.8	11.2	42.9
18	I am satisfied with the accessibility of transportation	11.2	51	7.1	30.6
19	I am satisfied with staff members cooperation to work	19.4	66.3	3.1	11.2
20	I am satisfied with the relations of the school management team	15.3	62.2	7.1	15.3
<b>Average</b>		<b>11.5</b>	<b>56.1</b>	<b>10</b>	<b>22.4</b>

The information represented in Table 2 shows the responses of respondents on the level of teachers' welfare packages in secondary schools. Highest number of 56.1% agreed that they are satisfied with their level of welfare packages while 11.5% strongly agreed. A low level of 10% disagreed to the statements.

**Analysis of Research Hypotheses**

The Pearson correlation coefficient of 1.000 and the significant level (2-tailed) of 0.05 confidence level (95%) are the bases for testing the reliability and significance

of this research results. However, if the calculated result is greater than the tabulated, the null hypothesis will be rejected.

**Hypothesis One**

**Ho<sub>1</sub>** There is no significant relationship between teachers’ welfare packages and Job satisfaction in secondary schools in Ondo State.

**Table 3**  
**Relationship between Teachers’ Welfare Packages and Job Satisfaction**

Variables	Mean	SD	N	r-crit	r-tab	P
Teachers’ welfare packages	24.4421	5.97106	598	0.513	0.178	0.05
Job satisfaction	20.6633	5.01532	598			

Source: field survey, 2017

Table 3 shows the relationship between teachers’ welfare packages and job satisfaction in secondary schools. The r-crit. (0.513) is greater than r-tab (0.178). This shows that teachers’ welfare packages will have an effect on job satisfaction. Therefore, the null hypothesis is rejected. Therefore, there is a significant relationship between teachers’ welfare packages and job satisfaction in secondary schools.

**Hypothesis Two**

**Ho<sub>2</sub>**: There is no significant relationship between internal welfare packages factors and teachers’ in job satisfaction in secondary schools in Ondo State.

**Table 4**  
**Relationship between Internal Welfare Packages Factors and Teachers’ in Job Satisfaction in Secondary Schools in Ondo State**

Variables	Mean	SD	N	r-crit	r-tab	p
Internal welfare packages	16.6429	3.05364	598	0.146	0.178	0.05
Job satisfaction	20.6633	5.01532	598			

Source: field survey, 2018

Table 4 shows the relationship between internal welfare packages factors and teachers’ in job satisfaction in Ondo state secondary schools. The r-crit (0.146) is lower than the r-tab (0.178) value which shows that principal’s internal welfare packages do not affects job satisfaction. Therefore, the hypothesis is upheld. This

implies that there is a no significant relationship between internal welfare packages factors and teachers' in job satisfaction in Ondo state secondary schools.

### Hypothesis Three

**Ho<sub>2</sub>:** There is no significant relationship between external welfare packages factors and teachers job satisfaction in secondary schools in Ondo State.

**Table 8**  
**Relationship between External Welfare Packages Factors and Teachers Job Satisfaction**

Variables	Mean	SD	N	r-crit	r-tab	P
External welfare packages	23.8469	5.32327	598	0.434	0.178	0.05
Job satisfaction	20.6633	5.01532	598			

Source: field survey, 2017

The table 4 shows the relationship between external welfare packages factors and job satisfaction in secondary schools. The rcrit (0.434) is greater than rtab (0.178). This shows that external welfare packages will have an effect on job satisfaction. Therefore, the null hypothesis is rejected. Therefore, there is a significant relationship between external welfare packages and job satisfaction in secondary schools ( $r_{cal} 0.434 > r_{tab} 0.178$ ).

### Discussions

The study aimed at investigating the relationship between the level of welfare packages and teachers' job satisfaction among public secondary school teachers in Ondo state. The findings of the study revealed that there is a significant relationship between teachers' welfare packages and job satisfaction in secondary schools. This result was supported by earlier findings of Arrey (2014) who found a significant relationship between availability of motivational incentive and teachers' attitude to work. In addition, Mayuri & Mark, (2005) added that an important intervention strategy which may be meaningful to many employees is if the amount of their compensation and benefits increase. This is in simple terms; welfare packages.

According to the survey report conducted by the Society for Human Resource Management (2012), it was found that welfare package and benefits are regularly among the top three factors affecting employee job satisfaction in organizations. Other studies in agreement to the finding in this work are those of Cascios, (2003) & Souza (2000).

According to McNadimara (2006), welfare packages includes issues regarding wages and salary programs, structures accruing from job descriptions, merit-based programs, bonus-based programs, commission based programs among



others while benefits typically refers to retirement plans, health life insurance, disability insurance, vacation, employee stock ownership among others (Odunlade, 2012). More so, the study showed that there is a no significant relationship between internal welfare packages factors and teachers' in job satisfaction in Ondo state secondary schools. In addition, it was revealed that there is a significant relationship between external welfare packages and job satisfaction in secondary schools. In the view of Bedian (2003), motivation is an internal drive to satisfy an unsatisfied need and the will to accomplish. In addition, motivation is a progression of moving and supporting goal directed behavior (Chowdhury, 2006). Therefore, welfare packages as motivating factors refers to all the provided tangible and intangible rewards an employee receives from the employer as part of the employment relationship.

### **Conclusion**

It is evident that teachers' job satisfaction is basically related to both internal and external welfare packages provided. However, it is also closely intertwined with non-remunerative incentives such as school policy and administration, status and position. Importantly, though coming from different school environments, majority of the respondents had a low job satisfaction level. Therefore, to boost staff performance to its maximum, both the internal and the external welfare package factors should be adequately supplied in quantity and quality.

### **Recommendations**

1. To sustain and increase teachers' job satisfaction and achievement in job it is important that the Government should increase its budgetary allocation to education and to adequately allocate sufficient funds to secondary schools for the provision of necessary materials and equipment that is vital for practical use in the laboratory, library, and ICT center.
2. Schools principals and management teams should raise positive work competition among and within teachers by ranking performance of teachers on a weekly/monthly or academic session based level of performance of teachers. Deserving teachers should be honoured with accolade and monetary or other initiatives and rewards to compensate them for their effort.
3. Government should support teachers through facilitating transportations road access, building accommodations or lodge for teachers coming from far locations, provision of portable water, facilitate access to electricity especially to teachers in secondary schools in rural and primitive areas. State of the art facilities should also be provided to teachers in urban areas to support good working condition. This helps teachers to increases status in the profession as well as increases their level of satisfaction on job.

4. Insufficient support of educational experts and supervisors negatively affect teachers' job satisfaction in job. Therefore, to ensure job satisfaction educational administrators and supervisors should offer timely support for teachers' and the office of the Ministry of education should fill the technical skills gap of supervisor by training to be effective in supporting teachers' in the job. This help to develop team work or positive relationship between teachers' and supervisors in the job.
5. Schools in Ondo state should be more focus on external factors of teachers' job satisfaction rather than internal factor of job satisfaction because the external factors are more influential than internal factors on the teachers' job satisfaction.

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## CAPACITY BUILDING NEEDS OF PRINCIPALS FOR MANAGEMENT OF FEDERAL UNITY SCHOOLS IN SOUTH-EAST, NIGERIA

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### Abstract

*Mismanagement of school funds, dilapidated school facilities as well as lateness and absenteeism among personnel in Federal unity schools in South, East, Nigeria indicated unsatisfactory state of affairs which demands immediate response through determination of capacity building needs of principals. To this effect, the study examined the capacity building needs of principals for management of federal unity schools in South East, Nigeria. Three research questions guided the study. The research design employed for the study was descriptive survey. The population of the study comprised 12 principals in the federal unity schools in South-East, Nigeria and all were used for the study. The instrument for data collection was a researchers-developed questionnaire titled Capacity Building Needs of Principals Questionnaire (CBNPQ). Data collected were analyzed using arithmetic mean and standard deviation. The results of the study revealed among others that the capacity building needs of principals for facilities management in federal unity schools in South-east, Nigeria included; keeping accurate record of school facilities, regular inspection of available school plant, planning for procurement of school plant, renovation of school buildings, regular repair of school furniture and servicing of school machines to keep them in functioning states. On the basis of these findings, the researchers recommended among others that Government should increase reasonably the budgetary allocation for regular training of principals to enable them keep abreast with the knowledge of personnel management in school.*

**Keywords:** Principal, capacity building, personnel management, facilities management and financial management.

### Introduction

Education is a cornerstone for growth and development of any nation. This is because it is a powerful instrument that equips one with skills and knowledge for self-reliance. It also strengthens the institution of civil society, national capacity development as well as reduction of poverty, crime and unemployment. Society

changes have brought new challenges on educational institutions and those who manage them. Osuji (2014) asserted that educational changes are likely to accompany not only change in curriculum in terms of subject taught and syllabus but also school conditions such as environment, infrastructure, social changes, community restiveness, conflict and advancement of information communication technologies which affect the capacity of principals to cope and meet these challenges in order to implement educational policies. Despite, the changing nature of administrative jobs as a result of introduction of new technologies, curriculum reforms and increase in students' enrolment, some principals in unity schools operate with the knowledge and skills which they acquired during their school years. This may account for mismanagement of school funds, dilapidated school facilities as well as lateness and absenteeism among students and teachers in Federal unity schools in South-East, Nigeria. This makes it imperative for capacity building of school principals in order to cope with these changes and innovation. In the same vein, Okenjom, Akoloh, Ikurite and Ihekoronye (2017) posited that school principals in globalized world need capacity building programme that will keep them abreast with the educational challenges in the administration of schools and curriculum implementation in the schools.

The concept of capacity building has been defined by several scholars in varying ways. According to Uwakwe (2017), capacity building refers to the efforts, strategies and methodologies taken towards improving the level of knowledge, skills and attitudes possessed by the school principals for proficiency in their responsibilities of taking charge of all that happens in the school. These capacity building programmes usually take the form of conferences, workshops, seminars, refresher courses, symposium and orientation among others. Capacity building is a process of developing and strengthening teachers' skills, knowledge, attitude and abilities (Uchendu, 2015). In the views of Okenjom et al (2017), capacity building is deliberate programme planned for school administrators to acquire a wide range of competencies, skills and knowledge with which to effectively implement educational policies. Contextually, capacity building is any programme designed to help personnel acquire up-dated skills and knowledge to meet the contemporary demand of their profession. The programme may be in the area of financial management, personnel management and facilities management among others. The study however focused on the three mentioned above.

Finance is essential for procurement of facilities for effective school management. This made financial management indispensable in school settings. Financial management is the art of planning, sourcing, accounting and making judicious use of school funds for implementation of school programmes. Some principals in unity schools fall short of the skills to source alternative funds to augment the school finance. There have been cases of financial misappropriation and mismanagement of school funds due to poor auditing, budgeting and accounting practices. This in turn contributes to incomplete execution of approved

projects in unity schools in South-east, Nigeria. This tallies with the observation of Aliyu (2018) which revealed that some of the principals in Nigeria are accused of lacking the necessary training of financial managers, while other are accused of imposing illegal levies on the students, neglecting budgetary plans, delaying disbursement of funds for fraudulent purposes. In some cases, school budget are poorly planned and not strictly complied with during implementation stage.

The position of the personnel as the human resources in educational production process is very important for the attainment of set objectives. Ofojebe and Nnebedum (2016) stressed that the distinguished characteristics of personnel stem from the fact that other resources cannot control itself without human effort. The principal is the personnel manager at secondary school level. Effective management of personnel could stimulate them to develop positive attitude toward their job. However, negative attitude of personnel such as lateness, absenteeism and other form of professional misconducts in secondary schools including unity schools in South-East, Nigeria, may put in serious doubt the capacity of principals to manage them. This situation thus calls for the determination of capacity building needs of principals for personnel management.

School facilities create conducive learning environment. School facilities include playground, buildings, furniture, tools, sport equipment, laboratory apparatus and machinery among others. Management of these facilities helps not only to keep them in optimum condition but minimize the dilapidation of the school facilities. This situation is worrisome to the researchers. Takwate (2018) observed that public outcries about the dilapidated nature and poor planning of school facilities in Nigeria have yield little or no result. This unpleasant state of affairs demands immediate response through determination of capacity building needs of principals to reverse the situation. Okenjom et al (2017) pointed out that the major way through which viability and effectiveness in school administration can be achieved is through regular participation in capacity building programmes like in-service training, workshops, conferences, seminars and professional meetings that are organized for principals. Thus, an investigation into the capacity building needs of principals for management of federal unity schools in South-east, Nigeria is necessary to ascertain the areas, these school administrators need training.

### **Purpose of the Study**

The main objective of the study is to ascertain the capacity building needs of principals for effective management of federal unity schools in South-east, Nigeria. Specifically, the study sought to find out:

1. capacity building needs of principals for personnel management in federal unity schools in South-east, Nigeria.
2. capacity building needs of principals for facilities management in federal unity schools in South-east, Nigeria.

3. capacity building needs of principals for financial management in federal unity schools in South-east, Nigeria.

### **Research Questions**

The following research questions guided the study.

1. What are the capacity building needs of principals for personnel management in federal unity schools in South-east, Nigeria?
2. What are the capacity building needs of principals for facilities management in federal unity schools in South-east, Nigeria?
3. What are the capacity building needs of principals for financial management in federal unity schools in South-east, Nigeria?

### **Method**

Descriptive survey research design was adopted for the study. According to Nworgu (2015), descriptive survey is the design which aims at collecting data on, and describing in a systematic manner the characteristic features or facts about a given population. The descriptive survey design fits into this study because the researchers collected data from the given population of the study to describe in a systematic manner the capacity building needs of principals for management of federal unity schools in South-east, Nigeria. The study was carried out in Federal unity schools in South-east, Nigeria. The population of the study consisted of 12 principals of the 12 Federal unity schools in South-East, Nigeria. There was no sampling due to the relatively small and manageable size of the population of the study. All the 12 principals in the Federal unity schools in, south-east, Nigeria were used for the study.

The instrument for data collection was a researchers'-developed questionnaire titled "Capacity Building Needs of Principals Questionnaire (CBNPQ)". The instrument was developed from related literature reviewed, personal observation of the researchers and interaction with experts in the education industry. CBNPQ was divided into three parts namely; A, B and C. In order to ensure face validation of the instrument, the title, purpose of the study, research questions and drafted copy of the instrument were presented to three experts who are lecturers in Faculty of Education, Nnamdi Azikiwe University, Awka. Two of the experts were from the Department of Educational Management and Policy and the other a specialist in Measurement and Evaluation, Department of Educational Foundations. Based on their comments and suggestions, the instrument was modified to suit the purpose of the study.

The reliability of CBNPQ was determined after administering the copies of the instrument to six principals in Federal unity schools in South-South, Nigeria. The data collected were subjected to measure of internal consistency using Cronbach alpha which yielded the reliability index of 0.68, 0.71 and 0.68 for parts A, B and C of CBNPQ respectively. Data were collected through face-to-face



method by the researchers together with three research assistants who were briefed on the purpose of the study and their roles in ensuring collection of valid data. Out of 12 copies of questionnaire distributed, 11 were duly filled and retrieved indicating 92% return rate. The data collected were analyzed using mean and standard deviation. Any item with mean score of 2.50 and above was adjudged agreement; while any item with mean score below 2.50 was considered disagreement.

## Results

**Research Question 1:** What are the capacity building needs of principals for personnel management in federal unity schools in South-east, Nigeria?

**Table 1:** Mean and Standard Deviation Ratings of the Capacity Building Needs of Principals for Personnel Management

ITEMS:	Principal (N =11 )		
	Mean	SD	Remark
1 Supervision of staff activities	2.67	1.07	Agree
2 Orientation of personnel in school	2.43	0.87	Disagree
3 Preparation of staff duty schedules	2.45	1.12	Disagree
4 Keeping accurate record of personnel	2.54	1.18	Agree
5 Discipline of misbehaved personnel	2.60	0.96	Agree
6 Staff performance appraisal as a mean of monitoring their tasks executed	2.87	1.14	Agree
7 Communication networks for timely dissemination of information	2.82	1.17	Agree
8 Formulation of rules and regulation to guide the conduct of personnel	2.52	1.12	Agree
9 Guidance and counseling services to help them overcome their professional challenges	2.65	1.10	Agree
11 Coordination of co-curricular activities	2.50	1.15	Agree
12 Controlling of work force diversity	2.90	1.10	Agree
13 Delegation of duties based on staff competency	2.41	1.09	Disagree
14 Motivation of personnel to stimulate their performance	2.53	1.14	Agree
15 Conflict management in school	2.58	0.92	Agree
16 Rendering of health services to personnel	2.66	1.15	Agree

Result on Table 1 revealed that the mean ratings of principals which are above 2.50 for items 1, 4-12 and 14-16 indicated agreement on these items as their capacity building needs for personnel management. However, with mean scores below 2.50

for items 2, 3 and 13, the respondents indicated disagreement with the items as their personnel management capacity building needs. The standard deviation scores for the items listed which range between 0.87 and 1.18 shows that their responses are close and this indicate homogeneity in their responses. The results therefore indicated that the capacity buildingneeds of principals for personnel management in federal unity schools in South-east, Nigeria include; supervision of staff activities, accurate record keeping, discipline of misbehaved personnel, communication networks for timely dissemination of information, formulation of rules and regulation to guide the conduct of personnel, guidance and counseling services to help them overcome their professional challenges, coordination of co-curricular activities, controlling of work force diversity, motivation of personnel to stimulate their performance, conflict management in school and rendering of health services to personnel.

**Research Question 2:** What are the capacity buildingneeds of principals for facilities management in federal unity schools in South-east, Nigeria?

**Table 2:** Mean and Standard Deviation Ratings ofthe Capacity BuildingNeeds of Principals for Facilities Management

ITEMS:	Principal (N =11 )		
	Mean	SD	Remark
17 Keeping accurate record of school facilities	2.78	1.04	Agree
18 Regular inspection of available plant in school	2.56	0.88	Agree
19 Planning for procurement of school plant	2.80	1.13	Agree
20 Renovation of school buildings	2.65	1.09	Agree
21 Regular of school furniture	2.65	1.02	Agree
22 Ensuring school environment is kept clean	2.34	1.13	Disagree
23 Regular servicing of school machines to keep them in functioning states	2.69	1.17	Agree
24 Constitution of committer for school plant management	2.42	1.16	Disagree

Table 2 shows that the principals are of the views that most of the items portray their capacity building needs for facilities management. This is evident in the mean values of all items which are above cut off mean of 250, with exception of items 22 and 24. The standard deviation scores range from 0.88-1.17 indicating that the respondents' responses are homogeneous. Thus, the capacity buildingneeds of principals for facilities management in federal unity schools in South-east, Nigeria included; keeping accurate record of school facilities, regular inspection of available plant in school, planning for procurement of school plant, renovation of

school buildings, regular of school furniture and regular servicing of school machines to keep them in functioning states.

**Research Question 3:** What are the capacity building needs of principals for financial management in federal unity schools in South-east, Nigeria?

**Table 3:** Mean and Standard Deviation Ratings of the Capacity Building Needs of Principals for Financial Management

S/N	ITEMS	Principal (N =11)		
		Mean	SD	Remark
25	Preparing the school budget to ensure prudence in spending	2.65	1.24	Agree
26	Making entries for purchase of facilities in the school	2.46	1.20	Disagree
27	Regular auditing to minimize fraud in school	2.56	1.14	Agree
28	Checking compliance with established accounting practices	2.59	0.87	Agree
29	Preparation of school annual financial statement	2.75	0.98	Agree
30	Setting up committee for monitoring school budget implementation	2.30	0.84	Disagree
31	Disbursement of fund to various department	2.45	0.83	Disagree
32	Assessing adherence to budgetary operational guidelines	2.41	1.12	Disagree
33	Financial investment opportunities for school alternative source of income	2.90	1.09	Agree
34	Quarterly account of school income and expenditure	2.56	1.10	Agree
35	Inspection of receipts for proper recording	2.70	1.12	Agree
36	Supervision of Bursary activities to minimize fraud	2.85	1.10	Agree
37	Thoroughly inspection of vouchers before endorsement	2.56	1.16	Agree
38	Estimation of the cost of implementation of school budgetary plan	2.60	1.00	Agree
39	Presentation of financial report to the Ministry of Education	2.62	1.00	Agree

Result of data analysis presented on Table 3 shows that principals mean scores for eleven items with serial numbers 25, 27, 28, 29 and 33-39 are higher than the criterion mean value of 2.50 and this indicates agreement with the items as the

capacity building needs of principals for financial management. The standard deviation scores of principals which are between 0.83 and 1.24 indicate homogeneity in their ratings. Thus, the capacity building needs of principals for financial management in federal unity schools in South-east, Nigeria included; school budget preparation, auditing, accounting, preparation of school annual financial statement, financial investment opportunities for school alternative source of income, quarterly account of school income and expenditure, inspection of receipts for proper recording, supervision of bursary activities, thorough inspection of vouchers before endorsement, estimation of the cost of implementation of school budgetary plan and presentation of financial report to the ministry of education.

### **Discussions**

The finding of this study revealed that the capacity building needs of principals for personnel management in federal unity schools in South-east, Nigeria included; supervision of staff activities, accurate record keeping, discipline of misbehaved personnel, communication networks for timely dissemination of information, formulation of rules and regulation to guide the conduct of personnel, guidance and counseling services to help them overcome their professional challenges, coordination of co-curricular activities, controlling of work force diversity and conflict management in school. This corroborated the finding of Onu (2012) who reported that training needs of principals for personnel resource management include; staff discipline, provision of school needs, delegation of duties, orientation of new members of staff, information management and conflict resolution. The agreement in the two findings could be as a result of the fact that the two studies were conducted in south-east, Nigeria in which similar practices of personnel management are applied in secondary schools across the zone. The attainment of capacity building needs of principals for personnel management could help to motivate and control staff activities. This in turn is likely to lead to greater efficiency and job performance among staff.

The result of the study also revealed that the capacity building needs of principals for facilities management in federal unity schools in South-east, Nigeria included; keeping accurate record of school facilities, regular inspection of available plant in school, planning for procurement of school plant, renovation of school buildings, regular of school furniture and regular servicing of school machines to keep them in functioning states. This is in line with the finding of Agusiobo and Nwobodo (2017) who found out that the facilities management capacity building needs of principals include; producing and development of materials and equipment, caring for all school property and ensuring that all school records are properly kept. When the principals' capacity building needs of principals for facilities management are met, the school plant is likely to be well-

utilized. This will create conducive, comfortable and safe learning environment in school.

It was found out that the capacity building needs of principals for financial management in federal unity schools in South-east, Nigeria include; school budget preparation, auditing, accounting, preparation of school annual financial statement, financial investment opportunities for school alternative source of income, quarterly account of school income and expenditure, inspection of receipts for proper recording, supervision of bursary activities, thoroughly inspection of vouchers before endorsement, estimation of the cost of implementation of school budgetary plan and presentation of financial report to the ministry of education. This concurred with the finding of Justus (2014) which reported that financial management need of principals included; auditing, accounting, record management, procurement approaches, school budgeting, short-term financial management among others. This equally agreed with the result of Agusiobo and Nwobodo (2017) who reported that the financial management capacity building needs of principals include; financial accounting duties keeping and reporting of fiscal records, the collection and accounting for any fees and such other funds as may be made available to him for the purposes of running the school and the preparation of the school budgets, receiving advice from the Bursar on all financial matters including the correct procedure in dealing with the provision of the financial institution, ensuring that school fees are collected from students and that appropriate receipts are issued and ensuring that all weekly or monthly returns required by Ministry of Finance or Post Primary School Management Board are prepared promptly and submitted. The similarity in the two findings may be as a result of the fact that the two studies were conducted in south-east, Nigeria and principals are likely to manage secondary school funds in a related way. The attainment of capacity building needs of principals for financial management could help minimize financial misappropriation and mismanagement. Consequently, the school funds will be judiciously utilized.

### **Conclusion**

Based on the findings, it was concluded that principals need capacity building for effective management of unity schools. The principals need the capacity building in the areas of personnel management, facilities management and financial management. The attainment of capacity building needs of principals in these areas could result to prudent use of the available resources to attain set goals and objectives.

### **Recommendations**

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

1. Government should increase reasonably the budgetary allocation for regular training of principals to enable them keep abreast with the knowledge of personnel management in school.
2. Federal Ministry of Education should conduct quarterly orientation programmes for principals to enlighten and equip them with knowledge to meet the contemporary demands of school facilities management.
3. The Government and every other stakeholder in education sector should collaborate to organize seminars for principals in the areas of financial management.

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# PRINCIPALS' REWARD MANAGEMENT STRATEGIES AS A CORRELATE TO STAFF PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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## **Abstract**

*The study was designed to find out the principals' reward management strategies as a correlate to staff performance in Oshimili South Local Government Area of Delta State of Nigeria. The study adopted the descriptive research design. A 24-item structured questionnaire was developed by the researcher from the four research questions formulated to elicit data for this study. The population used for the study is made up of 697 staff selected from five private secondary schools and five public secondary schools in Oshimili South Local Government Area. A sample of twenty-five percent (167 respondents) was selected from the population for final study. Data were collected for the study through the administration of validated questionnaire to the respondents. The reliability of the instrument was determined using the test re-test method in which a correlation coefficient of 0.86 was obtained. Mean statistics and standard deviations were used to answer the research questions while the z-test statistic was used to test the hypothesis at 0.05 level of significance. The study revealed that principals' reward management strategies in the form of pay base rewards, benefits rewards, carrier incentive rewards, and non-financial rewards correlate staff job performance. It was concluded that proper application of reward management strategies enhance staff performance but inadequate application of relevant reward management strategy will hamper staff performance and ultimately students' academic achievement. It was therefore recommended among others that school principals and proprietors/proprietresses should be armed with adequate knowledge of various reward management strategies through seminars and in-service training in order to apply them intelligibly for maximum staff performance in schools.*

## **Introduction**

In recent times, the problem most organizations are facing is the problem of how to attract and keep high quality staffs that are of competitive advantage to the organization. Most organizations lack the appropriate mechanism that will help in the recruitment, retention, motivation and development of employees so that they can perform and deliver at their highest potential. In line with the above



scenario, organizations should develop adequate reward management strategies that will motivate employees towards achieving corporate goals.

Historically, the advent of reward management could be traced to the traditional approach of managing reward (Armstrong, 2005). During this era, the main focus of organizational managers was on salary management which lay emphasis on the need to attract, motivate and retain employees. More so, focus was on competitive attributes rather than strategic/tactical issues which reflected on how rigidly organizations were structured and managed. There was a paradigm shift from salary management to what we know today as reward management. During this era, emphasis was on performance of all employees contributing to success of the organization and paying people for the value they added to the organization (Armstrong, 2005).

Following the advent of reward management, scholars have perceived the concept in different ways. For instance, Michael (1999) saw reward management as a way of looking at strategic planning and realizing what we know all along. To him reward management provides a methodology for solving organizational problems at all levels from strategic to mundane.

In the words of Christina (2010), reward management is an aspect of human resource management which deals with the establishment, maintenance and development of a system that is aimed at rewarding the work done by employees within an organization. On a broader context, reward management concerns itself with formulating and implementing strategies and other policies that are geared towards rewarding employees of the organization. Rewarding is aimed at being fair, equitable and consistent on the account of the particular employee's value to the organization.

Reward management is about the design, implementation, maintenance, communication and evolution of reward policies which help organizations to improve performance and achieve their objectives (Ed Merritt, 2012). Management of rewards are based on reward philosophies and strategies and contain arrangements in the shape of policies and strategies, guiding principles, practices, structures and procedures which are devised and managed to provide and maintain appropriate types and levels of pay, benefits and other forms of rewards (Bob, 2001).

Reward management also constitutes measuring job values, designing and maintaining pay structures, paying for performance, competence, skills and providing employee benefits. However, reward management is not just about pay or monetary rewards. It's also concerned with those non-financial rewards which provide intrinsic or extrinsic motivation (Bob, 2001). Organizations must reward employees because in return, they are expecting from the employees a kind of behaviour which is to work with a high level of performance and loyalty. Individual employees in return for their commitment expect certain extrinsic reward in the form of salary, promotion, fringes benefits, bonuses or stock options. They also

seek intrinsic rewards such as feeling of competence, achievement, responsibility significance, influence, personal growth, and meaningful contribution. Employees judge the adequacy of their exchange with the organization by assessing both sets of rewards (Ed Merritt, 2012).

To the researcher, reward management is that aspect of Human Resource Management (HRM) which deals with the strategic policies and processes required to ensure that the contributions of employees to the organization are recognized and rewarded both financially and non-financial means. To this effect, reward management is aimed at developing and maintaining a high performance culture among employees within an organization. Also reward management can be seen as a segment of HRM which focuses on planning, organizing, directing, and coordinating the affairs of staff as it correlates to monetary and none monetary rewards as it affects their job performance in achieving organizational goals.

Some of the reward management strategies as propounded by Armstrong (2001) are as follows:

- **Base pay strategy:** This strategy comprises of short-term and long term incentive, base salary/wage, premium Pay, cash recognition, annual bonuses, shares and profit sharing.
- **Benefits Rewards:** This strategy includes health care, retirement (pensions) and work like benefits; this account for an increasing portion of the reward package for employees.
- **Career rewards:** These include training and development, lateral move/advancement, stretch assignments, personal growth via career incentives and employment security.
- **Non-financial rewards:** This strategy includes recognition, praise, achievement, responsibility and professional growth, a pleasant working environment, being involved in decisions that affect how and when employees do their work, creative rewards etc.
- **Total reward management strategy:** This is the combination of all other reward management strategies that are available to the employer (Armstrong, 2007).

The ability of school managers/principals to use these strategies effectively so as to increase performance and enhance efficiency depends on the extent to which he or she adopts appropriate strategy channel.

In review of reward management strategies adopted in secondary schools, it is observed that teachers have a lot of differences in performing their duties as regards to how they are motivated financially and none financially. Inadequacy and improper management strategies adopted in most schools in channeling the available materials to administer the rewarding practices hinders most teachers from deriving maximum satisfaction in the execution of their functions, leading to poor performance. It is as a result of this that the researcher is in quest to review the reward management strategies adopted by some secondary school principals

in Delta State with the aim of identifying how it has influenced staff performance in executing their duties.

### **Statement of the Problem**

Records have (e.g. Bernard 2010, Ani 2011 and NECO 2011) shown that many organizations in Nigeria in general and Delta State in particular hardly reward their staff for excellent performance which is attributed to their unfamiliarity with reward management strategies. This has greatly reduced staff performance which is evident in the poor academic achievement of their students. It is quite obvious that some secondary school students in Delta State can no longer face boldly the educational challenges and this is attributable to staff poor performance. Most staff (teachers) exhibit nonchalant attitudes to teaching their students, some even leave their places of work for other unofficial business during official hours while others that are around will stay idle in the staff- room chatting and gisting, leaving their students at the mercy of their own faith. The few who manage to teach, do it with I don't care attitude because to them the school managers don't appreciate, recognize, praise nor encourage their good deeds so as to motivate them to do more.

The core reason for this downward trend in staff performance is that there are no adequate measures taken by most secondary schools authorities in implementing appropriate reward strategy which could be of help to motivate staff in putting in their best in job performance. To this end, the researcher intends to examine principals' reward management strategies as a correlate to staff performance.

### **Purpose of the Study**

The general purpose of this study is to examine principals' reward management strategies as a correlate to staff performance

Specifically, this study was carried out to:

1. Ascertain the extent to which base pay reward management strategy influences staff performance.
2. Find out how benefits rewards enhance staff performance.
3. Determine how career rewards enhance staff performance.
4. Find out how non-financial rewards enhance staff performance.

### **Research Questions**

The following research questions guided this study:

1. How does the use of base pay reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?
2. How does benefit reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?

3. How does career reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?
4. How non-financial reward management strategy influences staff performance in secondary schools in Oshimili South L.G.A. of Delta State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

**Ho:** There is no significant difference in the mean response of the public secondary schools staff and private secondary schools staff on the influence of reward management strategies on staff performance.

**Hi:** There is a significant difference in the mean response of public secondary schools staff and private secondary schools staff on the influence of reward management strategies on staff performance

### **Method**

This study utilized descriptive survey research design to investigate the population of the study and the schools selected to enhance proper data collection and analysis. The researcher chose this design because the study involved collection and analysis of opinions and responses of secondary school teachers and principals in a given area

The population of the study covers a total of 697 respondents made up of 10 principals and 687 staff from the ten selected secondary schools in Oshilimi South Local Government Area of Delta State. Their distribution as at 2016/2017 sessions were: Demonstration Sec.Sch. F.C.E. (T), Asaba =40, Okwe Secondary School, Okwe=54, Niger Mixed Secondary School =105, Graceville Secondary School =41, Asagba Mixed Secondary School = 112, Word of Faith Secondary School,=38, Osadenis Secondary School, Asaba=119, West End Mixed Secondary School=101, Anglican Girls Grammar School =52, SSS Peter and Mary Juniorate, Bishop Court=35. The researcher chose the sample size of 25% to reduce the population to a more manageable size for easy data interpretation and analysis. The proportional sampling techniques was used to get the sample from the population. This was obtained by randomly selecting 25% of teachers' population in each of the schools under investigation.

The instrument that was used to elicit data for this study is structured research questionnaire by the researcher. The questionnaire is divided into two (2) parts. Part I deals with the background information of the respondents which encompasses such data as name of school, gender, academic qualification, type of ownership, while the Part II contains items on the research questions. Twenty-four questionnaire items were used and the responses are structured on a 4–point rating scale, and the structured rating type questionnaire is designed as follows: Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD).

The research instrument was validated by two experts, one from faculty of education, Nnamdi Azikiwe University, Awka and the other from Federal College of Education (T) Asaba, while its reliability was determined using the test re-test method. Data obtained was analyzed using Pearson Product Moment Correlation Formula and a correlation coefficient of 0.86 was obtained. The research instrument was administered directly by the researcher to different schools selected for this study.

**Decision Rule:** Any item with a real limit that is 2.50 and above was regarded as accepted or agreed while any item with a real limit that is below 2.50 was rated as not accepted or disagree. The hypotheses were tested using z - test at 0.05 level of significance. The decision rule with respect to hypothesis was to reject the null hypothesis where the calculated z-value is greater than or equal to the table value; if otherwise the null hypothesis was retained.

**Table 1: Respondents’ Mean Rating on Base Pay Reward Management Strategy**

**(N = 176)**

S/N	Base pay rewards	Mean	SD	Remark
1	The use of cash recognitions reward by employer	3.57	0.23	Accepted
2	Salaries and wages as appropriate for enhancing staff performance.	3.56	0.23	Accepted
3	Giving cash bonuses and incentives in form of performance reward.	3.28	0.20	Accepted
4	Payment of salaries and wages as at when due.	3.71	0.24	Accepted
5	Increment in staff salaries and wages.	3.39	0.21	Accepted
6	Regular payment of wages and salaries	3.92	0.27	Accepted
<b>Grand Mean</b>		<b>3.57</b>	<b>0.23</b>	<b>Accepted</b>

The data in Table 1 above indicate how base pay rewards management strategy influences staff performance in secondary schools. All the items have mean rating above 2.5 which indicates that pay base rewards management strategy influences staff performance in secondary schools.

**Table 2: Respondents' Mean Rating on Benefit Reward Management**

<b>Strategy</b>		<b>(N =176)</b>		
<b>S/N</b>	<b>Benefit Rewards</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
7	Availability of pension allowances	3.45	0.22	Accepted
8	provision for accommodation for staff	3.94	0.27	Accepted
9	Free health care facilities	3.45	0.22	Accepted
10	Provision for transport allowances and free buses to ease staff and students' movement	3.22	0.20	Accepted
11	Free supply of food at concessionary rate	3.96	0.27	Accepted
12	Employment injury compensation and maternity leave and allowances	3.85	0.08	Accepted
<b>Grand Mean</b>		<b>3.64</b>	<b>0.25</b>	<b>Accepted</b>

The data in Table 2 above shows that benefit rewards can enhance staff performance in secondary schools. The result revealed that secondary school teachers would be motivated positively in their job performance. In a nutshell, the data clearly indicated that benefit rewards will enhance staff performance in secondary schools.

**Table 3: Respondents' Mean Rating on Career Reward Management**

<b>Strategy</b>		<b>(N =176)</b>		
<b>S/N</b>	<b>Carrier Rewards</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
13	Provision of carrier incentives	3.15	0.19	Accepted
14	Appropriate channel for training & staff development	3.11	0.19	Accepted
15	Sponsorship for staff for academic conferences	3.02	0.18	Accepted
16	Organizing seminars and workshops for staff	3.07	0.18	Accepted
17	Provision for carrier update avenue for staff	2.96	0.18	Accepted
18	Opportunity for personal development by providing relevant books and educational materials	3.68	0.24	Accepted
<b>Grand Mean</b>		<b>3.16</b>	<b>0.29</b>	<b>Accepted</b>

The data above in Table 3 shows that carrier rewards can influence staff performance in secondary schools. All the items have mean rating above 2.5 which indicate that the respondents were in agreement with the research question that carrier rewards as a motivating factor to enhance secondary school staff job performance.

**Table 4: Respondents' Mean Rating on Non-Financial Reward Management Strategy**

(N =176)

S/N	Non-financial rewards	Mean	SD	Remark
19	Praise and encouragement by employers/principals	3.49	0.22	Accepted
20	Recognition for excellent performance by employers/principals	3.01	0.18	Accepted
21	Staff autonomy could increase staff commitment to service	3.34	0.21	Accepted
22	Professional growth and promotion of staff	2.98	0.18	Accepted
23	Decrease in staff responsibilities increase staff output in class	2.56	0.16	Accepted
24	Presence of high quality leadership is a plus to staff performance in schools	3.03	0.18	Accepted
<b>Grand Mean</b>		<b>3.06</b>	<b>0.18</b>	<b>Accepted</b>

The data in Table 4 above show that non-financial rewards help to influence teacher's job performance in secondary schools. Employer/Principals of secondary schools would enhance staff performance by attributing consideration on non-financial rewards to staff. All the items have mean rating above 2.5 indicating adequately in the use of non-financial rewards will encourage teachers in secondary schools to put in their best for better job performance. The close range of standard deviation shows that the respondents were not far apart in their responses on the extent to which non-financial rewards influences staff performance in secondary schools.

**Table 5: Z – Test Analysis of Private and Public Secondary Schools in the Mean Rating on Principals Reward Management Strategies as a Correlate to Staff Performance.**

Ownership	N	X	SD	z-cal.	$\alpha$	df	z-crit.	Remark
Private	49	3.54	0.42	0.052	0.05	174	1.96	Accept Ho
Public	127	3.50	0.25					

As shown in Table 5 above, the z-calculated value of 0.052 is less than the z-tabulated value of 1.96 at 174 degree of freedom and 0.05 level of significance and this suggest that there is no significant difference in the mean response of private and public secondary schools staff on the extent to which principals reward management strategies influence their staff performance. This implies that the null hypothesis is retained.

## **Discussions**

The result of the analysis of Research Question 1 revealed that base pay rewards management strategy can influence staff performance in secondary schools. All the items have mean rating above 2.5 which show that the use of cash recognition rewards, appropriate payment of salaries and wages, giving cash bonuses and incentives, regular payment of salaries and wages as at when due and increment in staff salary and wages will be a very high motivating factor to encourage staff (teachers) to put in their best in secondary schools.

The finding is in line with the assertion of Ezinne (2012) that base pay basically are cash compensation or reward that an employer pays for the work performed which reflects the value of work or skills. It is the function of the skill or education an employee possesses. Ezinne added that periodic adjustment to base pay may be made on the basis of exchange in the overall cost of living or inflation, changes in what other employees are paying for the same work, or changes in experience, performance and skills of the employees.

The data result in Research Question 2 shows that benefit rewards can enhance staff performance in secondary schools. All the items have mean rating above 2.5 which indicate that benefit rewards like provision of pension allowance, provision for accommodation for staff, free medical facilities, provision for transport allowance, free supply of food at concessionary rate, and employment injury compensation will adequately motivate teachers' job performance in secondary schools.

The finding is in accordance with the assertion of Chartered Instituted of Personnel and Development, CIPD (2006) that the core aim of fringe benefits rewards to employees is to develop a healthy climate for employer-employee relationship, minimize excessive labour turnover costs and provide a feeling of individual security against hazards and problems of life with a view to eventually enhancing employee loyalty to company and improving productivity. (CIPD 2006) on the other hand observed that there are various reasons why employers offer employees benefit, some of which are to match with market practice, for other it is to provide employees with some measure of security like occupational sick pay; others use them to retain employees like occupational pension schemes.

The result of the study of Research Question 3 shows that carrier rewards can influence staff performance in secondary schools. All the items have mean rating above 2.5 which indicate carrier rewards as a motivating factor to enhance staff job performance. Making adequate provision for teachers to have the opportunity for updating their qualification/carrier in providing carrier incentives, channels for staff training and development, sponsorship of staff for academic conference, organizing seminars and workshops for staff, and opportunities for personal development by providing relevant books/materials for educational update will energize them to do well in performing their duties.



This finding is in agreement with the findings of Armstrong (2001), he opines that career rewards management strategy includes the following reward options; training and development, lateral moves/advancement, career progression, personal growth, stretch assignment and career incentives etc. Similarly, Tahira et al (2012) argued that career reward strategy are of four(4) types which are career development, training, opportunities for acquiring required skills and participation environment. The authors added that career reward strategy has been recognized as a powerful tool for attaining employees' motivation and commitment, and is a strong source of employee retentions.

The result analysis in Research Question 4 shows that non-financial rewards help to influence teacher's job performance in secondary schools. All the items have mean rating above 2.5 indicating that use of non-financial rewards to encourage teachers in secondary schools to put in their best actually influences job performance. Employer/Principals of secondary schools would enhance staff performance by attributing consideration on non-financial rewards to staff in giving praise and encouragement to staff, recognition for excellent performance, establishing room for staff autonomy, professional growth and staff promotion, decrease in staff responsibilities and giving high quality and adequate leadership.

This finding is in line with the findings of McCormick and Tifflin (1979) which they called intrinsic rewards, as rewards that are inherent in job itself and which the individuals enjoy as a result of successfully completing the task or attaining his goals. They went further to term this type of reward as "psychological rewards", giving examples as opportunity to use one's ability, a sense of challenge, and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Nadia, Syed and Humera (2012) also opined to this reward as internal or psychological rewards which can be in terms of appreciation, meeting the new challenges, positive and caring attitude from employer, and job rotation after attaining the goal.

## **Conclusions**

Based on the finding of the study, it can therefore be concluded that various rewards management strategies such as pay base, benefits rewards, career incentives and non-financial rewards hold remarkable influence on staff performance in secondary schools in Delta State of Nigeria. It revealed that when school staff are adequately rewarded by enhanced salaries/wages, provided with avenue and financial support for skill update and careers advancement in their various fields of learning, allowances to meet up with the cost incurred in the provision of life necessities and given recognition and encouragement, it releases in them the motivation to put in their best towards achieving set goals and objectives.

### **Recommendations**

Based on the findings of this study, discussions and conclusion drawn from it, the following recommendations are made:

- Principals and school proprietors/proprietresses should ensure that the staff is adequately rewarded using different reward management strategies to improve their performance on their job.
- Government should organize seminars and workshop for principals and private school owners with the aim of equipping them with relevant reward management strategies in order to get the best of their staff.
- Since all the reward management strategies may not be suitable at all time, principals should take time to analyze situations and events in order to determine the best reward management strategy that would be most rewarding and effective at any given time.
- Adequate fund should be made available for school principals by government and school proprietors/proprietresses as the case may be, for prompt response to occasions that demand staff rewards and remuneration.
- Government should provide relevant legislation with respect to staff welfare in the form of minimum wage beyond which no private school proprietor/proprietress should pay their workers
- Principals and school owners should arm themselves with various reward management strategies through self-development materials and training in order to motivate their staff for optimum performance.
- Government and private school owners should adopt a standard of reviewing and periodic adjustment of secondary schools staff salaries to meet up with economic changes and inflationary rate.

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# INFLUENCE OF LECTURER-STUDENTS' RELATIONSHIP ON ACADEMIC AND SOCIAL INTEGRATION OF STUDENTS IN UNIVERSITY OF ABUJA, NIGERIA

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## Abstract

*This study explored the current status of lecturer-student relationship and influences on their academic and social integration. The design adopted for this study is a descriptive survey research design. The population of the study consists of 21,176 registered students of the University of Abuja as at 2017/2018 academic session. A sample of 394 respondents was selected for this study. Proportionate random sampling procedure was used in selecting the students from the different faculties so as to cut across relatively the population. The instrument for data collection titled: Lecturer-Student Interaction, Academic and Social Integration Questionnaire (LSIASIQ). The LSIASIQ is a 33-item instrument designed along a modified four-point Likert scale. The questionnaire was validated by two experts in the Faculty of Education, University of Abuja. In order to establish the reliability of the instrument, a pilot test was conducted using the split-half method of reliability, which yielded the reliability (r) value of 0.73. The data collected was analyzed using mean and Pearson Product Moment Correlation Coefficient. The study found that there is poor relationship between lecturers and students in the University of Abuja. The study established also that students are fairly well integrated academically and socially into the University environment. Significant positive relationship between lecturer-students relationship and students' integration exist (academic/social). It was recommended among others that effort should be made to build better and stronger lecturer-student relationships; university administrators should show present students and lecturers with opportunities for informal interaction beyond the walls of the classroom.*

**Keywords:** Academic Integration, Social Integration, Lecturer-Students Relationship

## Introduction

Education in the 21<sup>st</sup> century is undergoing significant changes at all levels. In contemporary university setting, there is a great diversity in terms of socio-cultural, political, religious and racial backgrounds among students and lecturers. This diversity necessitates an appropriate lecturer-student relationship in order to create a campus environment that prepares students and lecturers to live and work amicably in a socio-culturally diverse society.

Lecturer-student relationship is viewed as a helping hand in which the student perceives that the lecturer has his or her best interest at heart. This usually averts students' negative feelings towards the university. Research on student persistence or attrition has postulated that a student's decision to withdraw or persist in a university is more a function of what occurs after entry into that institution than what precedes it (Peterson, Patricia & Schwarz in Severiens & Schmidt (2008). Newton (2002) has opined that lecturers' contact with students in and out of the classroom is very important in student motivation and may help to prepare students to respond to an increasing complex global environment. A healthy relationship between the lecturers and students might therefore influence students' academic, personal and social integration into higher education.

Central to many retention studies according to Peterson et al in Severiens & Schmidt (2008), have been the concepts of academic and social integration. Academic integration to them means the students' perception about the academic system, which include classroom interactions with lecturers. On the other hand, social integration is defined as the students' perception of the social system, which includes interactions with peers and informal contacts with lecturers and other personnel within a learning institution.

The impact the university is expected to bestow on students may be achieved due to appropriate lecturer-student relationship which can facilitate both formal and informal interactions. In such an environment, the student is assisted to develop those qualities that go with good learning skills and leadership. This is perhaps due to the students' identification with lecturers as role models, which has been acknowledged as vital to the acquisitions of good learning skills and functional behaviour (Ronning, 1997).

The University of Abuja as a tertiary institution in the Nigerian capital Abuja began academic work in 1990 with the matriculation of its pioneer students. The university runs regular degree, diploma, and postgraduate programmes. The university also has a Centre for Distance Learning School which provides university education to those who cannot acquire such education through the regular university system. The university runs a consultancy services sub-degree program and an Institute of education to cater for the professional needs of teachers and specialized needs of government education bodies.

In a University setting like the University of Abuja, there is a great diversity in terms of socio-cultural, political, religious and racial background among students and lecturers. This diversity with the presence of an appropriate lecturer-student relationship creates a campus that prepares students and lecturers to live and work amicably in a socio-culturally diverse society. It is against this backdrop that this researcher intends to investigate the influence of lecturer-student relationship on the academic and social integration of students in University of Abuja, Nigeria. The study established the current status of lecturer-student

relationship and further explore to see possible influence on their academic and social integration.

### **Statement of the Problem**

A major concern in the University of Abuja today is the inability of students to make good grades at the time of their graduation. At the 15<sup>th</sup> to 20<sup>th</sup> combined convocation of the University of Abuja held in February 2016, only eight made first class out of over twenty five thousand grandaunts. This is evidence of poor academic integration. Socially, students are also known to engage unapproved behaviours including cultism, wild partying and other such social vices.

For learning skills and functional behaviour to be acquired, the students ought to perceive their relationship with lecturers as confident, meaningful and relevant to them. This implies that if students perceive lecturer-student relationship or interaction as irrelevant to them, they may develop a negative attitude towards the campus environment. This may translate into poor students' physical behaviour as well as inadequate cognitive filtering of what they are experiencing in the learning environment.

Since there is a general belief that human behaviour and actions are influenced by attitudes, there is need for a systematic empirical study to establish the influence of students' perception of their relationships with their lecturers on their attitudes toward learning in University of Abuja, Nigeria. The researcher therefore intends to explore the current status of lecturer-student relationship and to see possible influence on their academic and social integration.

The following questions are raised to guide the research:

1. What is the nature of lecturer-student relationship in University of Abuja?
2. What is the level of students' academic and social integration in University of Abuja?
3. What is the influence of lecturer-student relationship on students' academic and social integration in University of Abuja?

The study hypothesized that there is no significant relationship between lecturer-student relationships and students' academic and social integration in University of Abuja.

### **Method**

The design adopted for this study is a descriptive survey research design. The population of the study consists of 21,176 registered students of the University of Abuja as at 2017/2018 academic session. A sample of 394 respondents was selected for this study. This sample was considered appropriate for an approximate population of 21,176 using Glenn (2012) who provided a table for determining sample size from a given population. Proportionate Random sampling procedure was used in selecting the students from the different faculties so as to cut across relatively the population.

The instrument for data collection was constructed by the researchers and titled: Lecturer-Student Interaction, Academic and Social Integration Questionnaire (LSIASIQ). The LSIASIQ is a 33-item instrument designed along a modified four-point Likert scale. The questionnaire was validated by two experts in Measurement and Evaluation in the Faculty of Education, University of Abuja. During this process, items that were considered to be vague, ambiguous or irrelevant were removed to ensure that the questionnaire serve the purpose for which it was designed. In order to establish the reliability of the instrument, a pilot test was conducted. Using the split-half method of reliability, the two set of scores obtained from the pilot test were correlated using Pearson Product Moment Correlation (PPMC). The reliability (r) value of 0.73 was obtained for the scores which implied a high reliability of the instrument. The questionnaire was administered directly on the respondents by the researchers. The tools that were used in analyzing the collected data include mean, t-test and Pearson Product Moment Correlation Coefficient.

## Results

**Table 1: Nature of Lecturer-Student Relationship in University of Abuja  
N=394**

S/N	Items	Mean	Decision
1	My lecturers are more concerned with the welfare of students.	1.53	Disagree
2	I find it difficult not to depend on my lecturers.	1.93	Disagree
3	I have no worries about my interactions with my lecturers.	2.20	Disagree
4	My lecturers make me doubt myself.	2.66	Agree
5	I am not nervous around my lecturers.	2.41	Disagree
6	I find that my lecturers connect well with students.	2.19	Disagree
7	The lecturers seem to all appreciate students.	2.10	Disagree
8	My lecturer's mood can be predictable.	1.78	Disagree
9	My lecturers do not show favouritism to some students.	2.34	Disagree
10	My lecturers seem uncomfortable interacting with students.	2.72	Agree
11	I prefer to show my lecturers how I truly think or feel.	2.13	Disagree
12	I am worried about losing my lecturer's respect.	2.32	Disagree
13	My lecturers pay attention to the needs of his or her students.	2.26	Disagree
14	I'm free to show my thoughts around my lecturers; I think they will think more of me.	2.31	Disagree
15	I feel comfortable opening up to my lecturers.	2.14	Disagree
16	If I were to get into trouble in my class, I think my lecturers would be very motivated to help me.	2.33	Disagree
17	One can hardly measure up to my lecturer's standards.	2.48	Disagree
18	My lecturers do really care for his or her students.	2.41	Disagree
19	My lecturers do not really like me.	2.71	Agree
<b>Sectional Mean</b>		<b>2.26</b>	<b>Disagree</b>

Table 1 presents data with respect to the nature of lecturer-student relationship among students of University of Abuja. The analysis shows agreement with the

negative items and disagreement with the positive items. The sectional mean of 2.26 indicates that the poor relationship exist between lecturers and students in the study area.

**Table 2: Students’ Academic and Social Integration in University of Abuja  
N=394**

<b>S/No</b>	<b>Items</b>	<b>Mean</b>	<b>Decision</b>
20	Since coming to this university I have developed close personal relationships with other students	3.33	Agree
21	My non-classroom interactions with lecturers have had a positive influence on my personal growth, values and attitudes	2.61	Agree
22	The lecturers I have had contact with are generally interested in students	2.71	Agree
23		2.77	Agree
24	I am satisfied with the extent of my intellectual development since enrolling in this university	2.95	Agree
25	I am confident that I made the right decision in choosing to attend this university	2.41	Disagree
26		2.64	Agree
27	The friendships I have developed at this university with my lecturers have been personally satisfying	2.91	Agree
28	My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas	3.22	Agree
29	The lecturers I have had contact with are generally outstanding or superior teachers	2.75	Agree
30	My academic experience has had a positive influence on my intellectual growth and interest in ideas	2.48	Disagree
31	My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations	2.39	Disagree
32	The lecturers I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students	2.89	Agree
33	Since coming to this university I have developed a close, personal relationship with some of my lecturers Many of my courses this year have been intellectually stimulating I am satisfied with the opportunities to meet and interact informally with lecturers	2.68	Agree
<b>Sectional Mean</b>		<b>2.77</b>	<b>Agree</b>

Table 2 presents data with respect to the academic and social integration of students of University of Abuja. The analysis shows agreement with the items that unrelated



to lecturers and disagreement with those items that are related to lecturers. The sectional mean of 2.77 indicates overall agreement showing that students are integrated socially and academically. However, the mean of 2.77 indicates relatively low level of integration. The fact that factors other than the role of lecturers promote this integration sends very bad signals.

**Table 3: Correlation Test between Lecturer-Student Relationship and Students' Integration in University of Abuja**

Variables	N	r-cal	r <sup>2</sup>	P-value	Decision
Lecturer-Student Relationship and Students' Integration	394	.274	.0751	.000	Rejected

The computed correlation coefficient on Table 3 shows the significance of the relationship between the variables. With the probability value (p-values) less than .05, it is concluded that there is significant relationship between lecturer-students relationship and students' integration (academic/social) in University of Abuja. Thus, the null hypothesis is rejected.

The positive value of 'r' points to the direction of relationship. It indicates direct relationship showing that increase in one variable corresponds to increase in the other. It is thus established that with improved lecturer-students relationship comes increase in level of academic and social integration among students. The r<sup>2</sup> called the coefficient of determination shows the proportion of variance in the dependent variable that can be explained by the independent variables. The r<sup>2</sup> value of .0751 indicates that 7.51% of the variability of dependent variable (academic and social integration) can be explained on the basis of the independent variable (lecturer-student relationship).

### Discussion of Findings

The first finding indicates that relatively poor relationship exists between lecturers and students in the University of Abuja, and it was found to be as a result of some factors on the part of the lecturers and the students. It was found that Lecturers are less concerned with the welfare of the students in general, and on the part of the student they find it difficult to relate issues with their lecturers, some having worries about their relationship with their lecturer. Some students even feel their lecturer make them doubt themselves and make them nervous because their lecturer do not connect well with them or give them the platform to. This relationship appears to have deteriorated over time and effort has not really been put in to establish this relationship between the lecturers and the students. Chepchieng, Mbugua and Kariuki (2006) revealed that, students in private universities seem to positively perceive lecturer-student' relationship more than

those in public universities and attributed the difference to the factor of class size with students of private universities having better advantage.

On students' academic and social integration in University of Abuja, this study found that students appeared to integrate fairly well, socially and academically. A good number of students since coming to the university have developed a close personal relationship with other students on campus; believed their academic experience has had a positive influence on their intellectual growth and interest; felt confident that they made the right decision in choosing to attend this university and stated that many of my courses have been intellectually stimulating. It was also observed that students' non-classroom interaction have had positive influence on them, even though it was observed that some students have not really developed a close personal relationship with some of their lecturer and that some lecturers they have had contact with are willing while some are not to help. The finding agrees with Chepchieng, Mbugua and Kariuki (2006) who found that, in a university setting, there is a great diversity in terms of socio-cultural, political, religious and racial backgrounds among students and lecturers. This diversity, with the presence of an appropriate lecturer-student relationship creates a campus environment that prepares students and lecturers to live and work amicably in a socio-culturally diverse society. Taylor (2009) also found that on academic integration and social integration scales students had average mean scores slightly above 4 on the Likert scale of 5-

This study also found that there is significant relationship between lecturer-students relationship and students' integration (academic/social) in University of Abuja. This points to the utmost importance of encouraging positive relationships between lecturers and students as it is bound to encourage greater levels of academic integration of students into the academic environment thus improving their academic outcomes. Emeka (2015) found out that there is a significant relationship between lecturers and student relationship and improving student's academic performance. Severiens and Schmidt (2008) established that formal social integration positively affected study progress, but informal academic integration was negatively related to study progress.

### **Conclusion**

The study concludes that there is poor relationship between lecturers and students in the University of Abuja. The study established also that students are fairly well integrated academically and socially into the University environment. Significant positive relationship between lecturer-students relationship and students' integration exist (academic/social).

### **Recommendations**

In view of the above findings and conclusion, the following recommendations are made:

1. Effort should be made to build a better and stronger lecturer-student relationship in University of Abuja.
2. Programmes should be introduced that will enable students integrate more academically and socially in University of Abuja.
3. In view of significant positive relationship between the two variables, it is important to promote positive relationship between students and lecturers in order to improve their social and academic integration.
4. Finally, University administrators should show interest in students' academic and social integration by presenting them with opportunities for informal interaction with lecturers beyond the walls of the classroom

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# **EFFECT OF LEARNING TOGETHER STRATEGY ON SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN BIOLOGY IN ABAJI AREA COUNCIL, FEDERAL CAPITAL TERRITORY ABUJA, NIGERIA**

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## **Abstract**

*The study investigated the effect of learning together strategy on secondary school students' achievement in Biology in Abaji Area Council of the Federal Capital Territory (FCT) Abuja. The research design for the study was quasi-experimental design. The study made use of two groups- experimental and control groups. The experimental groups comprised 65 and the control group comprised 55 students, making a total of 120 students. The instrument used to collect data in the study was Biology Achievement Test (BAT). The experimental group was taught with Learning Together strategy while the control group was taught with conventional teaching method. The hypotheses was tested at 0.05 significance level, t-test statistic was used to test the hypotheses, while descriptive statistics of frequency counts, percentages, means and standard deviations were used to answer the research questions. The study revealed that; students taught Biology content with learning together strategy achieved higher than those taught with conventional method, male students taught Biology with the use of learning together strategy performed better than female students taught with the same strategy. It was recommended among others that Biology; teachers should be encouraged to incorporate the strategy into their teaching so that students can improve their academic achievement in Biology.*

## **Introduction**

The learning together strategy is the existence of the group goal and sharing the opinion and materials, division of labour and the group reward, a learning environment that allows active participation of students in the learning process makes it possible for the students to have control over their learning and equally leads to improvement in students' learning, develop right attitude and cognitive theoretical bases.

Learning together environment assumes that students seek information and understanding through active mental search with each group mirroring the make-

up of the class in terms of ability, background and gender (Johnson & Johnson, 2001).

In the era of information communication technology, one of the most important skills is cooperation. In early days, studying with someone else was defined as an indicator of dependency, but today learning together and asking for help is considered among the best strategy for learning to teach (Chen, 2002). Producing information, theorizing or developing strategy in a field requires more complicated information and skills. Therefore, common mind is better than the single best mind. The common mind is more effective for the mentioned novelties or, in other words, in creating acceptable change in society. All the systems from health to economics, law to education, information industry to the service industry consider cooperative working among priorities in order to keep up with the times and make a difference in the society (Johnson & Johnson, 2000; Slavin, 2011).

The study of Biology in Nigeria is vital towards the success of students; it is a compulsory subject for both art and science students, (Okebukola, 2004). Biology is offered in both private and public schools in Nigeria. Biology as a discipline study all living things and their interactions in the biosphere. It is also the study of plants and animals including human beings like ourselves. As a science subject, Biology helps students to develop such practical skills in experimental work as observation, accurate recording, logical reasoning and effective manipulation of equipments.

It is important to realize that a positive student attitude towards the content of an instructional activity should be a critical goal for the teacher because there is a positive correlation between student attitude and student achievement (Johnson & Johnson, 2001). Learning together is a comprehensive approach to teaching that encompasses key assumptions about what students should learn and how they should learn it. The advantages of learning together (LT) include greater learning gains, higher order thinking, better self-images and increased prosocial behavior (Johnson & Johnson, 2001).

Besides, learning together tends to result in deeper students learning and more positive attitude towards schooling, their subjects of study and toward themselves because of its prowess to promote group socialization and cohesiveness while decreasing prejudicial attitudes, thus fostering self-esteem and increasing ability to see another's perspective (Felder, 1995). In most of our schools, the development of positive attitudes remains an ongoing challenge to teachers of biology because the students lack the attitude and motivation to learn in this genre. In this respect, the teaching of biology can benefit from the inclusion of a learning together strategy of cooperative learning in that it allows the teacher to organize instruction according to the principles of positive interdependence, individual accountability, promote face-to-face interaction, group processing, and social and collaborative skills (Chemwei, Kiboss and Ilieva, 2005).

Despite the relative importance of biology in science and information-based courses as well as in medicine and social sciences, students' achievement in the subject in both internal and external examinations has remained consistently poor (Adolphus, 2011). Biology educators are trying to identify the major problems associated with the teaching and learning of biology in the nation's schools. Despite all these noble efforts, the problem of poor achievement in biology has continued to surface in nations public examinations, (Adolphus, 2011; Nguuma 2010). It could be also as a result of teachers' conventional (lecture) strategy, poor teaching skills, overcrowded classrooms, lack of suitable and adequate biology science equipment and lack of support for teachers, among other factors (Okebukola, 2004). Although some teaching strategy have been tried out to explore their effects on students learning outcome in biology, not much research attention has been given to learning together teaching strategy (Orji, 2010).

In an attempt to promote the students' achievement and equally solve the problem of poor achievement of students in biology at Senior Secondary Schools in Abaji Area Council, learning together strategy on achievement in biology in Abaji Area Council of Abuja, is proposed to see if it could address this problem. Therefore, this study adopted the use of learning together strategy in the teaching of biology with the goal of determining its potential to improve students' achievement towards biology which has been considered an unpopular genre of subject that is reported to be a major challenge for students in Abaji Area Council of the Federal Capital Territory (FCT).

### **Purpose of the Study**

This study sets out to investigate the effect of learning together strategy on secondary school students' achievement in biology. Specifically, the objectives of the study are to:

- i. Find out if there is a difference between the achievements of students in experimental and control groups.
- ii. Find out if there is a difference in students' achievement in biology between male and female student's after exposure to learning together strategy;

### **Research Questions**

In order to provide direction to the study, the following research questions are formulated:

1. What is the difference between the achievement of students in experimental and control groups?
2. What is the difference in students' achievement in biology between male and female students' after exposure to learning together strategy?

### Hypotheses

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

**H<sub>01</sub>:** There is no significant difference between the achievement of students in the experimental and control groups.

**H<sub>02</sub>:** There is no significant difference in students' achievement in biology between male and female students' after exposure to learning together strategy.

### Method

The research design for the study was quasi-experimental. The study used two groups: experimental and control groups. Subjects in the experimental group were exposed to the learning together strategy, while the control groups were taught with conventional method.

The target populations that were used for this study comprised all SS2 Biology students in all public senior secondary schools in Abaji Area Council of Federal Capital Territory (FCT), Nigeria. Simple random sampling technique was used to select 120 students from two co-educational schools within the Area Council used. These 120 students made up the sample for the study. Out of this number 65 male and female experimental while 55 male and female are the control groups.

The instrument that was used for data collection in this study was: Biology Achievement Test (BAT)

BAT was used to measure students' achievement in Biology concept, which consisted of 30 multiple choice objective tests, developed from listed topics of interest to be treated in this research. The questions were drawn out carefully for senior Secondary students (SS) who were the participants of the study. The data collected from the study were analyzed using mean score, and standard deviation to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The analysis was computer based, using Statistical Package for Social Sciences (SPSS).

### Results

**Table 1: Descriptive Statistics Showing Groups' Achievement in the Pretest and Post-test**

Groups	N	Pretest	Posttest	SD	Mean Gain
Experimental	65	43.01	61.60	9.47	18.59
Control	55	42.92	43.70	8.10	0.78

Results in table 1 above, the pretest mean achievement scores of students taught with learning together strategy and those taught with conventional method are 43.01 (SD of 9.47) and 42.92 (SD of 8.10) respectively. The posttest mean achievement scores for learning together strategy and those taught with

conventional method are 61.60 (SD of 9.47) and 43.70 (SD of 8.10) respectively. In other words the subjects in the experimental group had higher mean scores (in terms of achievement) than their counterparts in the control group. The mean gain scores for the two groups were 18.59 and 0.78 for learning together strategy and conventional method respectively.

**Table 2: Descriptive Statistics Showing Experimental Groups' Achievement in the Pretest and Post-test according to Gender**

Groups	N	Pretest	Posttest	SD	Mean Gain
Male	37	43.02	64.08	8.17	21.06
Female	28	42.43	58.32	10.20	15.89

Data presented in Table 2 show that, the pretest mean gender scores of students taught with learning together strategy and those taught with conventional method are 43.02 (SD of 8.17) and 42.43 (SD of 10.20) respectively. The posttest mean achievement scores for learning together strategy and those taught with conventional method are 64.08 (SD of 8.17) and 58.32 (SD of 10.20) respectively. In other words, the male students had higher mean scores (in terms of gender) than their female counterparts. The mean gain scores for the two groups were 21.06 and 15.89 for learning together strategy and conventional method respectively.

**Table 3: Two-tailed t-Test Result in Respect of Biology Achievement Test (BAT) of Secondary School Students taught with Learning Together Method and those taught with Conventional Method**

Group	$\bar{X}$	S.D	d.f	t-value	Std.Error	Sig.@0.05
Experimental	65	61.6	9.5	118	11.00	1.63
Control	55	43.7	8.1			0.000

Result on Table 10 showed that there was significant difference in Biology Achievement Test (BAT) of students as a result of different strategy of teaching ( $p= 0.000$ , which is less than 0.05 level of significance). As a result, the second hypothesis was rejected. In other words, students taught Biology with learning together strategy (Experimental Group) significantly performed better than those taught with conventional strategy (Control Group).



**Table 4: Two-tailed t-Test Result in Respect of Biology Achievement Test of Male and Female Secondary School Students taught Biology with Learning Together Strategy**

Gender	N	X	SD	d.f	t-value	Std.Error	Sig.	Decision
Male	37	64.1	8.263	2.525	2.28	0.014	0.000	Significant
Female	2858.3		10.2					

Result on Table 12 showed that there was significant difference in the achievement of students in Biology as a result of gender ( $p= 0.014$ , which is less than 0.05 level of significance). As a result, the fourth hypothesis was rejected. In other words, male students taught Biology with the use of learning together strategy significantly performed better than female students taught with the same strategy.

### Discussions

Findings based on research question one and the corresponding tested hypothesis show that there is significant gain in achievement of students in the experimental group had higher mean scores (in terms of achievement in biology) than their counterparts in the control group. The implication of this finding is that the Learning Together strategy is more effective than the conventional strategy of learning. The finding confirms the finding of Chuang& Cheng (2003), Discovered that students who were taught using the learning together strategy expressed a willingness to use the strategy again in class and even recommended using this strategy to their friends. Ekeh (2003), When students are successful they view the subject matter with a very positive attitude because their self- esteem is enhanced. This creates a positive cycle of good achievement building higher self-esteem which in turn leads to more interest in the subject and higher achievement.

Findings with respect to research question two shoe that male students had higher mean scores (in terms of achievement) than their female counterparts. However, the difference is significant as revealed by the testing of hypothesis two. Gender has been identified as one of the factors influencing students' achievement in sciences at senior secondary school level. Research on gender in learning together strategy has been conflicting; for instance, Olson (2002) reported females performed better than male students when taught mathematics using learning together. In contrast, Kolawole (2007) found gender differences in favor of male students. On the other hand, Oludipe (2010) and Yusuf and Afolabi (2010) Yusuf and Gambari (2012) reported that gender had no effect on academic achievement of students in (cooperative) learning together strategy. These contradictory findings have prompted the inclusion of gender as one of the moderating variables for this study. However, the finding of Bilesanmi and Awodera's (2004, 2006), study which showed that there are no longer distinguishing differences in the cognitive, affective and psychomotor achievement of students based on gender.

The reason could be as a result of the fact that learning together strategy gender-friendly and enhance the performance of men and female students by equal margin.

### **Conclusion**

From the findings of the study, the following conclusions could be drawn: Learning together strategy is more effective than the conventional strategy of learning. The strategy was found to be gender-friendly; this strategy can be used to address the present trend of poor academic achievement of senior secondary school students in Biology.

### **Recommendations**

Based on the findings in this study the following recommendations are made.

1. The use of learning together strategy improved the academic achievement of students in the present study. As such therefore, Biology teachers should be encouraged to use learning together strategy as alternative strategy that they can fall back on in order to improve the teaching and learning of senior secondary Biology.
2. Learning together strategy is an effective and gender-friendly instructional strategy that should be used to maximize learning among students irrespective of their gender.
3. The use of learning together strategy appeared improved the academic achievement of students in biology. Hence, teachers should create cooperative environment in the classroom while teaching biology.

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# EXTENT OF COMMUNITY PARTICIPATION IN THE PROVISION OF FACILITIES IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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## Abstract

*This study examined the extent of community participation in the provision of facilities in public secondary schools in Enugu State. Three research questions guided the study. Descriptive survey design was employed as a method of investigation in the study. The population of the study comprised 287 principals and 1,050 School Based Management Committee (SBMC) members. The sample size of the study comprised 402 respondents (made up of 87 principals and 315 SBMC) drawn through proportionate stratified random sampling technique. A self-developed questionnaire containing 50 items was used for data collection. The instrument was validated by three experts. The reliability of the instrument was determined using test method and data collected analysed using Cronbach's alpha to obtain reliability coefficient of 0.70, which was considered adequate for the study Mean and standard deviation were used in answering the research questions. The major findings of the study indicated that the extent communities participate in the provision of building facilities, basic amenities, and teaching resources in public secondary schools in Enugu State was low. It was recommended among others that, the government, through the State Ministry of Education, and the Post Primary School Management Board (PPSMB) should strategize on the need for effective community participation through constant meeting with the School Based Management Committee members in the State.*

## Introduction

Education is generally an instrument for social change in any society. It is the bedrock of a nation's development. Education likewise offers individuals opportunities to develop their abilities and skills to the fullest through the school systems (including secondary school system) which focus on the learners for maximum self-development and self-fulfillment (Nwogu, 2013).

School as part of a system is a social organization or institution which is responsible for providing education and the rightful training for moulding and transforming children, youth and adults in the society for national development (Grimsley, 2012). In this regards, through the various school systems (which includes: basic/primary, secondary and tertiary), education can be promoted. The roles played by schools in building human capacity for effective functioning in the society, which is geared towards socio-economic, political and cultural developments cannot be overemphasized. The school as a social institution owes certain obligations to the society or community where it is located. These obligations according to Ejieh (2005) include: the intellectual development of the individual child to his

greatest potential. This requires in addition to the mastery of the three Rs – (reading, writing and arithmetic) the acquisition of factual information and understanding of the concepts and meanings in a number of subject areas including the languages, the arts, history, geography, science and technology. In order to be useful, the school has to ensure that the skills developed in these subjects can be used in practical situations. The second obligation of the school is that it has to be faithful to some model of what the society is or ought to be (Oghuvbu & Okoro, 2007). This is necessitated by the fact that the school is always expected to serve the interest of the community where it is located and the society as a whole. To do this effectively, the school has to be aware of the cherished societal values and norms. According to Uko (2015), the third obligation of the school is to prepare the child for life in the local community in which it is located.

The word ‘Community’ has several definitions. Community as described by Oghuvbu and Okoro (2007) are people obliged to one another not because of place of birth, race, sex, religion but people bound to one another and governed by shared taste, value, specific norms for common interest. Community according to Ogbonnaya (2012) is a group of people, in a certain territory that share a mode of life. The author saw community as people with common interest who live to achieve a common goal. Ngoka (2003) observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. In this study, a community is seen as an environment where people who have things in common live together. Communities, according to Obodoechi (2009) are grouped into three namely: the village or rural community, the urban community and the semi urban community. The village community, which is regarded as the rural community, is a geographical area where creation originated and where nature is at peace. It is always located in an area away from large urban settlement. The urban communities are people living in close proximity to one another (Modebelu, 2014). These communities are identified by large cities and many resources of enrichment found in them. The semi urban community, which is sometimes called suburban community, is located near the outskirts of large towns or cities, with houses close to one another. Memberships of this community, according to Modebelu (2014) are based on convenience.

Education at all levels can exist in the different communities mentioned above. Therefore, this study looked at the various communities as one because the school system can be identified from any of the types of communities. For the schools to fulfil their obligations to the community, the school environment should be made conducive through effective community participation.

Community participation, as defined by the United Nations (2005) involves the creation of opportunities to enable all members of a community to actively contribute to and influence development processes and to share equitably in the fruits of development. In this study, community participation is seen as the involvement of parents, community members, voluntary organizations (alumni associations, financial organizations) in schools' activities in order to enhance development and promote quality learning environment within the community and society at large.

Community participation in school development can be achieved through adequate provision of school facilities. School facilities as defined by Asiabaka (2008) are equipment and supplies which are essential for the attainment of educational goals and objectives. Alimi, Ehinola and Alabi (2012) pointed out that facilities are everything used directly or indirectly for the benefit of education. These are seen as the entire school plant such as blocks of classrooms, staff offices, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationeries, playground, storage spaces and others which the school has.

School facilities comprise the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearance which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms (Uko, 2015). According to Uko, school facilities provide a comfortable atmosphere for the achievement of educational goals. Asiabaka (2008) also described school facilities as all types of buildings for academic and non-academic activities, equipment for academic and nonacademic activities, areas/spaces for sports and games, landscape, farms and gardens including trees, roads and paths. For the purpose of this study school facilities are defined as those useful amenities found in the school environment that motivates both the teachers and the students to have a positive attitude towards teaching and learning.

There are different types of school facilities according to Yusuf (2008) that can be provided through school- community partnership in order to enhance teaching-learning effectiveness that will lead towards the realization of positive outcomes. These important school facilities include: School building facilities, basic amenities and teaching facilities. These school facilities listed above will form the bases of the study.

School building facilities are defined as any roofed structure for permanent or temporary shelter of persons, animals, plants, materials, or equipment. This comprises all structures that have been put in place to aid effective teaching and learning in the school

system and they include the classrooms, hostels, staff quarters, offices, dining halls, indoor house assembly, libraries, bookshop, conference rooms, art or demonstration rooms, private reading rooms, among others (Yusuf, 2008).

Another type of facility in the school environment is the basic amenities. Basic amenities are described as things or features considered to benefit a person and thereby increase its value (Carmichael, 2003). They are regarded as things considered to be necessary in order to live comfortably and make someone to fill at ease. Ajayi (2007) gave examples of some school basic amenities to include: the electricity fittings, power generating equipment, water supply infrastructure, laboratory equipment, ICT equipment, transportation hub, swimming pool, clinic and accessories like playgrounds, lawns, parks and farm tools among others. Communities can assist in the provision of these amenities. Others include: school buses for both the staff and students as a means of transportation for the school; adequate toilet facilities; and the sick bay, where proper first aid treatment can be administered to individuals that sustain any form of injury.

The importance of teaching facilities in an academic environment cannot be over emphasized. Teaching facilities as posited by Adeniregun (2016) are things or instructional materials which are intended to help the teacher to teach more effectively and enable the students to learn more readily. They are information carriers designed specifically to fulfil objectives in a teaching-learning situation and which also assists the teacher to vividly illustrate meanings of things. They are different teaching aids or apparatus which a classroom teacher employs to facilitate his or her teaching for the achievement of a stated objective (Nwike & Onyejebu 2013). It can be audio, video, books, DVDs, maps, charts, Posters, computer softwares, educational media (library media print, non-print, and electronic sources), films and others.

To improve quality education and academic excellence, the community can support the school through active participation in the provision of required facilities to the school (Ejeh, 2005; Oghuvbu & Okoro, 2007). It can also bring about high opportunities that will allow community resources to be optimally utilized for school improvement (Bello, 2011). In the same vein, Nwangwu (2007) observed that a school does not exist in isolation. It exists in a social setting; in other words, it is an integral part of the community in which it is situated. Throughout history, the relationship of the school to the community it serves has been a matter of major concern. Historically, most communities in Nigeria had recognized and appreciated their responsibilities in contributing to the development of secondary education before now; hence they embarked on the construction of school buildings and



classrooms, giving scholarship to brilliant children, providing labour to schools, training teachers among others. Most secondary schools in rural areas today were built through community efforts and handed over to government. But in recent times, it seems that most communities have started relaxing, showing little interest in contributing to secondary school development (Okenwa & Igbo, 2013). The Federal government emphasized on the role of communities in the management and development of educational system (The Federal Republic of Nigeria, 2004). To aid community participation and support in the provision of school facilities, there must be positive interactions or relationships between the school and community. Community members can assist in the building of classroom blocks, administrative offices and hostels for the students and teachers' staff quarters. Accommodation, especially for the teachers is very important in the school as they will serve as means of security check on the students. It can also boost the teachers' morale and create job satisfaction

Some agencies or stakeholders within the communities through which effective and efficient community participation in the school is maintained include: the Parents Teachers Association (PTA), School Based Management Committee (SBMC), Social Clubs, Professional and Corporate Bodies, Old Student's Association, Financial Institutions, Board of Governors and Women Association (Ngoka, 2003). According to Ogbonnaya (2012), stakeholders of school communities include: Parents Teachers Association (PTA), Board of Governors (BOG), Religious Organizations, Town Unions, Alumni Association and Business Organizations. The School Based Management Committee (SBMC) is an agency sponsored by the Education Sector Support Programme in Nigeria (ESSPIN). The School Based Management Committee (SBMC) is an essential link between schools and communities they serve. The members of the SBMC consist of representatives of traditional Councils, representatives of teachers, representatives of pupils, PTA representatives, artisan representatives, youths representatives, representatives of women groups and the school Principal (SBMC Guidebook, 2014). This agency has the purpose of increasing community participation in education and helps improve the quality and effectiveness of schools. They provide means of helping education authorities to listen to what adults and children want from schools and a way of increasing the contribution of everyone in the local area to make their schools work better (Okenwa & Igbo, 2013). This agency will be used in this study to represent the community members.

In Enugu State, the extent to which the State government has succeeded in the provision of facilities in schools is low, which perhaps may be, because the government is

faceted with multi-faceted and rigorous responsibilities and challenges (Okenwa & Igbo, 2013). To say that facilities in most secondary schools in Enugu State are dilapidated, inadequate and in bad condition is stating the obvious. It is basic that adequate provision of school facilities can enhance quality teaching and learning. Some of the schools in the area of study are currently lacking most of the school facilities, which can enhance good learning environment. Okpala (2005) held that it is disheartening that most secondary schools in Enugu State are characterized by dull uninviting sagging roof and colourless dilapidating walls. In a similar view, Okoro in Okenwa and Igbo (2013) stated that, in Enugu State, most of the physical facilities in some secondary schools are grossly inadequate as a result of the population explosion in the secondary schools. Personal observations by the researcher have shown that the ugly situation is necessitated by poor provision of school facilities in most secondary schools. Some comments by school stakeholders concerning vandalization and theft of the existing facilities in the secondary schools in Enugu State confirmed the researcher's observations. All these point to the fact that government can no longer bear the burden alone. There is need for active participation of community members in the provision of facilities in secondary schools in Enugu State. Some classes merged in one room as seen in some schools in Enugu State. No wonder Okoro (2008) stated that, in rural areas, two classes are placed in one room and the classroom space is in most cases inadequate, seats and tables are in short supply and the children are uncomfortable. Most of the classrooms in majority of the schools in the area are either without windows or ceilings, a few classrooms that have ceilings and roofs are broken without repair. Some of the schools in the area also lack basic amenities, like electricity, constant power generating equipment, good pipe borne water supply, laboratory equipment and materials. There are also cases of inadequate or lack of library and teaching facilities such as instructional materials like audio-visual materials, projected, printed and non-printed materials in majority of the secondary schools.

As a result of this, quality education is sacrificed and standards failing. Okoro (2008) therefore, opined that the PTA, SBMC, private individuals and schools board of governors, as stakeholders in the community need to help to generate funds for physical facilities especially at this point in time when economic depression has adversely affected the finances of both the federal and state governments.

Reports from the Enugu State Post Primary School Management Board (PPSMB) revealed that the problem of provision of school facilities in secondary education have contributed to students' poor academic performance at both internal and external examinations and teacher effectiveness. This necessitated the question: 'To what extent do

the communities in the area of study participate in the provision of school building facilities, basic amenities, space facilities, teaching and library facilities in the secondary schools?’ Therefore, the problem of this study is to determine the extent communities participate in the provision of facilities in secondary schools in Enugu State.

The main purpose of this study was to determine the extent communities participate in the provision of facilities in secondary schools in Enugu State. Specifically, the study determined the extent communities participate in the provision of school building facilities, basic amenities and teaching facilities in secondary schools in Enugu State.

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

1. What extent do communities participate in the provision of school building facilities in secondary schools in Enugu State?
2. What extent do communities participate in the provision of basic amenities in secondary schools in Enugu State?
3. What extent do communities participate in the provision of teaching facilities in secondary schools in Enugu State?

### **Method**

The study adopted the descriptive survey research design because the study collected data (information) from a sample subject on the extent communities participate in the provision of facilities in secondary schools in Enugu State. The population of the study consisted of 287 principals and 1,050 SBMC members in 287 public secondary schools in Enugu State (Source: Department of Planning, Research and Statistics, Enugu State Post Primary School Management Board - PPSMB, 2015). Yaro Yamen formular was used to get a sample size of 402 respondents. The cluster and proportionate random sampling techniques was used to draw up the sample from each of the six education zones. The instrument for data collection was a researcher constructed questionnaire titled “Community Participation in the Provision of Facilities Questionnaire” (CPPFQ). The instrument had two sections A and B. Section ‘A’ was designed to elicit information on the personal data of the respondents, while section ‘B’ contained items based on the research questions. The items on the instruments were structured on a 4-point rating scale and weighted as follows: (a) Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2, Very Low Extent (VLE) - 1. Draft copies of the questionnaire were submitted to three experts for face validation. Two experts were in Educational Management and Policy Department and one expert was in the

area of Educational Measurement and Evaluation, all in the Faculty of Education, Nnamdi Azikiwe University, Anambra State. The experts examined the items on the instrument in relation to their clarity, relevance to the purpose of the study and research questions and the language and structure of the items. The reliability of the instruments were ensured using the Cronbach alpha which yielded coefficient scores of 0.924, 0.944 and 0.904, for the principals' scores and 0.754, 0.674, and 0.804 for the SBMC members from each cluster making an average reliability of 0.70 on the whole. This indicated that the instrument was suitable and reliable for the study. Out of 402 copies of the questionnaire administered, 387 (96%) were successfully filled and retrieved. Data collated were analyzed using mean and standard deviations for answering the research questions. The decision rule for the research questions was based on the median, which was benchmarked on 2.50. Only mean scores of 2.50 and above were accepted as an indication of high extent while mean scores below 2.50 were regarded as an indication of low extent. Data was coded into the SPSS (Statistical Software Package for Social Sciences) batch system for computer analysis.

## Results

### Research question 1

What extent do communities participate in the provision of school building facilities in secondary schools in Enugu State?

Table 1: Mean rating of the extent to which the community participate in the provision of school building facilities in secondary schools in Enugu State

S/N	Community Activities	Principals=87		SBMC=300 N=387		Remarks
		Mean	SD	Mean	SD	
1	Buying out land for the construction of school administrative blocks.	2.23	0.83	2.10	0.87	Low Extent
2	Building of classrooms in the school	1.89	1.04	1.88	0.95	Low Extent
3	Provision of school hostels	1.93	1.00	2.15	1.03	Low Extent
4	Building staff quarters	2.23	1.04	2.20	1.11	Low Extent
5	Building adequate school medical centre (sick bay)	2.24	1.08	2.21	1.04	Low Extent
6	Building of school libraries	2.18	0.84	1.78	0.94	Low Extent
7	Construction of school laboratories and ICT rooms	2.32	0.98	2.27	1.11	Low Extent
	Mean of means	2.15	0.93	2.08	0.97	Low Extent

Table 1 reveals the extent to which communities participate in the provision of school building facilities in secondary schools in Enugu State. The responses to items 1, 2, 3, 4, and 5 reveal that the communities provide the items to a low extent as their means are below 2.50. The result is affirmed by the mean of means value which is also below 2.5.

### Research Question Two

What extent do communities participate in the provision of basic amenities in secondary schools in Enugu State?

Table 2: Mean rating of the extent to which the community participate in the provision of basic amenities in secondary schools in Enugu State

S/N	Community Activities	Principals=87		SBMC=300 N=387		Remarks
		Mean	SD	Mean	SD	
8	Renovation of building	2.52	0.99	2.61	1.02	High Extent
9	Donating laboratory equipment	2.21	0.97	2.19	1.13	Low Extent
10	Provision of constant power generating sets	1.53	0.66	1.88	0.90	Low Extent
11	Provision of water supply in the school	2.25	0.98	2.02	0.97	Low Extent
12	Provision of toilet facilities	2.03	0.90	2.09	0.98	Low Extent
13	Provision of desks and tables for students	2.43	1.10	2.49	1.08	Low Extent
14	Maintenance of school facilities	2.32	0.83	2.27	0.98	Low Extent
15	Provision of medical services for teachers and students	2.40	0.99	2.49	1.02	Low Extent
16	Provision of sports facilities in the school	2.30	0.82	2.29	1.07	Low Extent
17	Provision of hostel facilities	2.59	0.97	2.63	1.11	High Extent
18	Protection of the school facilities during school activities (example, inter house sports)	2.25	0.81	1.80	0.94	Low Extent
	Mean of means	2.26	0.86	2.25	0.97	Low Extent

Table 2 indicates the extent to which communities participate in the provision of basic amenities in secondary schools in Enugu State. The responses of the administrators reveal that the communities provide items 9, 10, 11, 12, 13, 14, 15, 16, and 18 to a low extent as their mean scores are below 2.50. However, the respondents agreed that items 8 and 17 are provided partly by the communities. Generally, the mean of means' value is below 2.5.

**Research Question Three**

What extent do communities participate in the provision of teaching facilities in secondary schools in Enugu State?

Table 3: *Mean rating of the extent to which the community participates in the provision of teaching facilities in secondary schools in Enugu State*

S/N	Community Activities	Principals=87		SBMC=300 N=387		Remarks
		Mean	SD	Mean	SD	
24	Donating black boards/white boards for teaching and learning	1.84	0.87	1.97	0.87	Low Extent
25	Donating television sets in the school	1.89	0.85	1.80	0.77	Low Extent
26	Donating audio visual resources in the school	2.02	0.89	1.87	0.75	Low Extent
27	Providing chalks in the school	2.01	0.90	2.06	0.94	Low Extent
28	Providing markers in the school	2.51	0.99	1.84	0.83	Low Extent
29	Providing charts in the school	1.78	0.72	1.82	0.79	Low Extent
30	Donating maps in the school	2.41	1.01	1.89	0.83	Low Extent
31	Providing posters in the school	2.24	1.02	2.00	0.80	Low Extent
32	Buying textbooks in the school	2.43	1.07	2.01	0.91	Low Extent
33	Providing printers in the school	1.84	0.93	1.99	0.89	Low Extent
34	Providing photocopiers in the school	1.97	0.98	2.04	0.91	Low Extent
35	Bringing projectors in the school	2.02	0.93	1.73	0.70	Low Extent
36	Providing school diaries	1.72	0.77	1.70	0.70	Low Extent
37	Donating craft and skill acquisition materials	2.28	1.01	2.07	0.93	Low Extent
38	Providing biros in the school	1.82	0.79	2.05	0.77	Low Extent
39	Constructing notice boards in the school	1.92	0.85	1.82	0.78	Low Extent
40	Providing lesson notes for teachers	1.68	0.66	1.62	0.58	Low Extent
	Mean of means	2.02	0.85	1.90	0.77	Low Extent

Table 3 highlights the extent to which communities participate in the provision of teaching facilities in secondary schools in Enugu State. The responses of the administrators to items 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40 reveal that the

communities provide the items in a low extent as their mean scores are below 2.50. The result is affirmed by the mean of means value of 1.93 which is also below 2.5.

## **Discussion**

The findings of this study revealed that the extent of community participation in the provision of school building facilities in public secondary schools in Enugu State was low. This indicated that the communities participated poorly in the provision of school buildings such as: administrative blocks, hostels, classrooms, staff quarters, school libraries, school laboratories and ICT rooms. The inadequacy of these structures definitely affect the academic performance of the students as well as the teachers' productivity. This is in line with the view of Ajayi (2007) as he (Ajayi) held that a school without good buildings for offices, classrooms, hostel accommodations, staff quarters, libraries and other structures will have less productivity than those with good building facilities.

The findings of this study also revealed that the extent of community participation in the provision of basic amenities and equipment in public secondary schools in Enugu State was low. These amenities include adequate toilet facilities, power generating sets, adequate electricity, water supply, medical services, good laboratory equipment, hostel facilities, ICT equipment, among others. This finding is in line with the statements of Alimi, Ehionla and Alabi (2012), who in the report of their studies mentioned that the deplorable state and nature of school facilities created an uncondusive teaching and learning environment.

Furthermore, the findings indicated that teaching facilities such as: chalks, markers, printers, photocopiers, blackboards, audio visual materials, posters, maps among others, which are considered as basic facilities in teaching and learning were obviously inadequate in the schools visited by the researcher.

## **Conclusion**

Following the discussions made based on the findings of the study, it has been observed that generally, the extent of community participation in the provision of facilities such as, buildings, basic amenities, and teaching facilities was low. Due to the low participation of community members in the provision of school facilities, most school buildings are in dilapidated state; basic amenities are grossly inadequate, vandalization of school properties and pilfering of the few available teaching and library facilities are high. This implies that an uncondusive environment is created to carry out the necessary administrative work in the school. The low participation of community members with

regards to teaching facilities can also create a hostile environment for teachers and will result in poor productivity. Failure to put in adequate measures on how to improve on the provision of facilities in the public secondary schools in Enugu State would not only mar the school system but have great repercussion on the quality of education provided and the type of students produced from the system.

### **Recommendations**

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

1. For active participation of community members, the government, through the State Ministry of Education, and the Post Primary School Management Board (PPSMB) should strategize as a matter of urgency on the need for effective community participation through constant meeting with the School Based Management Committee members in the State.
2. The principals and teachers of secondary schools should device means of meeting the wealthy individuals in the communities for positive contributions toward the provision of basic amenities in the schools and ensure proper maintenance of available facilities.
3. Home visits to parents by teachers can enhance good community participation in the provision of facilities, such as teaching facilities for school development.

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# COMPARATIVE ANALYSIS OF PRINCIPALS' ICT COMPETENCIES FOR MANAGEMENT OF INFORMATION SYSTEM IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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## Abstract

*The study ascertained the level of Principals' ICT competencies for management of information system in public and private secondary schools in Anambra state. Two research questions and two null hypotheses guided this study. The design for the study is descriptive survey. The population comprised of 682 principals from public and private secondary schools in the state. The sample size 434 was selected using proportionate stratified random technique. The instrument for data collection was Principals' ICT Competency Test (PICTCT). The instrument was validated by experts and reliability was established using Kuder-Richardson 21 formula which yielded a value of 0.71. Mean and standard deviation were used to answer the research questions and t-test was used to test the hypotheses at 0.05 level of significance. The findings of this study were that, in web based/networking private school principals were very competent while principals of public school were not, in data base management, public school principals were not competent while private school principals were moderately competent. It was also found out that there was significant difference in mean competency scores of public and private secondary school principals in web base/ networking competency. Based on the findings, it was recommended that the educational management board in the state should organize seminars, workshops and in-service training for principals of public and private secondary schools in order to improve their ICT competencies for the management of their school information system.*

**Keywords:** principal, ICT Competencies, Management of Information system (MIS)

## Introduction

In Nigeria as in other developing countries of the world, education is intended to lead towards the attainment of broad national goals. To achieve these goals, concerted efforts are made to ensure the provision of quality education at all

levels. Thus, education becomes the corner stone for development and the basis for literacy, skill acquisition and technological advancement. Every secondary school is led by an administrator who is also called the principal. He controls the human and material resources of the school. The principal is the administrative head and leader of instruction in the school organization.

For the effective management of these resources in this modern and digital age, the computer system and its accessories and technologies have some roles to play. Recognizing this, the Federal Government of Nigeria (FGN, 2014 P. 17) states thus, 'in recognition of the prominent role of Information and Communication Technology (ICT) in advancing knowledge and skills necessary for effective functioning in the modern world, there is urgent need to integrate ICT into education in Nigeria'. Today Information and Communication at any level and place is possible through social networking. The management of information system has become a combined effort of a computer system and communication technologies which finds its broader fulfillment in ICT.

ICT as product of scientific innovation and invention facilitates and enables the assessment and management of information over a network connection for the purposes of communication. Onyebuchi as quoted in Achukwu and Nnajofofor, (2012) defines ICT as any equipment or interconnected system or sub system of equipment that is used in the management, movement, control, display, switching, interchange transmission or reception of data or information processing and electronic communications to be handled by ICT experts, who are equipped with capabilities that will maximally utilize ICT for the improvement of society. The components of ICT include the network provision, computer hard and soft wares, electronic media, storage devices like flash drive, memory chips, USB among others. These are called the basic building blocks of ICT. (Nwana, 2009). Information technology has serious implications on the medium of communication. It therefore becomes an interconnectivity of systems or sub system of electronic equipment that are used in the management of information.

Information management therefore, involves the recording, correct storage, retrieval and use of information for every effective decision making in an organization. In information management, the guiding principle is that information must be readily available at the time and in the form required. It must be accurate, reliable and informative for the basis of functional decision. Management information system now becomes the application of electronic media in managing, processing, storing, retrieving and communication of information for decision making.

In the management of organization at any level, decision-making is a very basic process, decisions are reached on future plans using available data. Effective decision making requires adequate, timely and reliable data and procedure. Thus, there is the need for effective management information system (MIS) to generate information through which sound decisions could be based. Okoye and Adigwe (2008) put it thus MIS is a generic term for all applications of technology and management techniques to produce, communicate and use information in business

and administration. The aim is to use formalized procedures to provide management with appropriate and timely information from all relevant sources so as to enable the manager make timely and effective decision. Therefore management of information system is a processing procedure developed within an organization and integrated for the purpose of providing timely and effective information to support decision making and other necessary management functions. These include: data processing, telecommunication, office automation, and word processing and media publications.

In order for the school management to carry out these functions certain level of competencies are required. Competencies are skills in doing or performing an art well. According to Okeke and Ifesi (2018), it is defined as the proficiency or dexterity that is acquired or developed through training or experience. Continuing Okoro and Ifesi (2016) see competence as the ability which comes from a person's knowledge and aptitude to do something efficiently. According to Pelgrum and Law (2003) competencies that need to be developed at this early stage of ICT adoption will include, training in the use of common office application program, such as sending of e-mails, WhatsApp, Facebook, browsing on the internet and the use of different window operating systems and applications in administration. But Mbakwem and Okeke, (2007) explain that ICT competency could be seen in the willingness to demonstrate the acquired ICT skills and use them effectively in accordance with the procedure that must be followed to ensure full practice and/or application in the system. Therefore principals should be adequately prepared, trained and equipped with relevant ICT tool/skills such as computer-mediated communication, internet, electronic publishing, video conferencing and multimedia and in social networking as to fit into the modern day system of management. The present study considered principals' ICT competencies in web based/networking and database management.

Web based/Networking competency is about being proficient in using digital technology, communication tools and networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society. This is called Social networking. Social networking according to Ikwuka, Egwu, Onimisi and Obumenke-Okeke (2018) is a form of modern communication channels through which people connect to one another, share ideas, experience, pictures, message and information of interest. Social networking according to Yeboah and Ewur (2014) are web-based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with who to share connection with. In education school principals will adopt its use in communicating, sending and receive information from the school community and from parents. Supporting this view Sheninger (2014) assert that principals could utilize these social networks to communicate, collaborate, acquire resources, elicit feedback, and get support and share idea, data, strategies and information with other stakeholders. It involves the use of internet-based computer and other digital components like android phone and window phones, iPad, and camera, flash drive to send and receive educational resources and information from

the web and share it. It could be in the form of uploading of school result on the school portal. e-mail, WhatsApp, Facebook, Twitter, U-tube, browsing on the internet, either with the phone or computer and being able to deposit the resource on the web site of the school

Database management competency is the skills and capabilities that facilitate the use and development of data bank of an organization. It is a set of programs and skills that provide a method of arranging data in files and folders in an ordered fashion called fields which in turns translates into characters. A character is the smallest element in a file and can be numeric, alphanumeric or alphabetic and chronologic to limit duplication and has the ability to make changes or sort items either in sequential, direct or indexed sequential depending on which method that was used. (Ohanka, 2016). Database management refers to the orderly arrangement of school information in a computer system for easy access. For Oluwalola (2017), it is the management method of controlling all records throughout the life circles, from creation to retention inside in an electron medium (computer). Therefore, an effective database management serves as the storage device for the survival of any school organization.

For a school, public or private to function effectively and achieve their aims their management should be attuned to ICT. To achieve this the government of Anambra State through its Anambra State Integrated Development Strategy (ANIDS) has distributed computers and internet facilities to secondary schools in Anambra state to facilitate teaching and learning and school management. This gesture of the state government is to ensure that all the secondary schools across the state are computerized to facilitate teaching and learning and for the principals to become ICT compliant and to enhance their managerial functions. This calls for a comparative study to determine the ICT competencies of public and private secondary school principals towards the achievement of this project.

### **Statement of the Problem:**

In spite of all efforts made by PPSSC coupled with the level of awareness and utilization of ICT in different organizations and the society at large, it is a common occurrences and experiences in most public secondary schools in the state that they principals have not embraced ICT in administration but have continued to use the traditional method of information management which encourages misplacement, easy destruction, mutilation of official records and delays in decision making. With that method there is difficulty in retrieval and submission of official records when need be, all these have been blamed on the poor ICT knowledge of the principals in administration.

But some people say that most private secondary schools in the state have since maximized the use of these ICT facilities in administration and it has added value to their system because their principals are young people and are computer literate. In line with this trend there is an urgent need for a comparative study to ascertain the ICT competencies of principals of public and private secondary

schools in the state for Management of Information System in the secondary schools in the state,

### **Purpose of Study**

The purpose of this study was to compare the ICT competencies of public and private secondary school principals in Anambra state for management of information.

Specifically, the study sought out the following.

1. To compare public and private school principals' level of possession of Web-Base/networking competencies for management of information.
2. To compare public and private school principals' level of possession of data base management competencies for management of information.

### **Research Questions:**

1. How comparable are public and private school principals' in the level of possession of web based/Networking competencies?
2. How comparable are public and private school principals' in the level of possession of database management competencies?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean competency scores of public and private school Principals in web based/Networking.
2. There is no significant difference in the mean competency scores of public and private school Principal's ICT data base management

### **Method**

The design for this study is descriptive survey. The reason for choosing this method is that the researcher made use of information and data collected from a group of people that represented the entire population. The total population of study was 683 principals. This population was made up of 257 public secondary school principals and 426 private secondary school principals, corresponding to the total number of secondary schools in the state. The sample size consists of 417 respondents made up of 158 public and 259 private secondary school principals respectively. This sample was gotten through proportionate stratified random sampling technique 60% of the principals in each education zone were obtained from each of the strata.

The instrument that was used for data collection was achievement test titled Principals' ICT Competency Test (PICTCT). This test was developed by the researcher to elicit information on the ICT competency of principals in the state. Items of the instrument were generated from the literature and the previous

experience of the researcher in the field of computer science. This instrument has two sections, Section A and Section B. Section A of the instrument sought information on demographic data and type of school, while section B comprised 20 test items organized in two clusters B<sub>1</sub> and B<sub>2</sub>. Cluster B<sub>1</sub> measured web based/network competency and Cluster B<sub>2</sub> measured database management competency. The instrument was validated by two experts from the Department of Educational Management and Policy and one expert from the Department of Measurement and Evaluation all in the Faculty of Education, Nnamdi Azikiwe University Awka. Based on their constructive criticisms and suggestions, the instrument was finally reconstructed into achievement test instead of a questionnaire. To determine the reliability of the instrument, it was pilot tested in Owerri municipal secondary schools in Imo State. 21 principals used were randomly sampled. The data collected were analyzed and result of the pilot testing was used in calculating the internal consistency of the instrument using KuderRichardson 21 formula and reliability value obtained was 0.71.

The researcher employed the direct delivery technique on the administration of the test with the help of three research assistants who were briefed on how to conveniently administer and collect the answer sheets on the spot. For the private secondary school, the principals were visited in their schools and the test was administered to them. A total number of 417 copies of the test items were distributed and collected. This approach ensured 100% rate of return of the instrument.

The test was scored by awarding 1 point to each correct answer and 0 for a wrong answer. The data collected were analyzed using frequency and converted to percentage. The criterion level of competency is 50%. It means that any item that the respondents' percentage was not up to 50% was considered not competent while those that get up to 50% were considered moderately competent and those above were considered as very competent.

It stands thus:

1-49 %	NC = Not competent. <b>(Low)</b>
50-69 %	MC = Moderately Competent. <b>(Moderate)</b>
70-100 %	VC = Very competent. <b>(High)</b>

The hypothesis was tested using Chi-square at Alpha level of 0.05 level of significance to determine the significance difference between ICT competency scores of public and private secondary school principals in the Anambra state.

**Results: Research Question 1.** To Compare public and private school principals' level of possession of Web base/networking competencies.



Table 1: Frequency and Percentage responses on principals' level of possession of Web base/networking competencies by school type

	Freq		%	Fre	%	Remark	Fre	%	%	Remark
Which of the following is an example of an image file	63		39.9%	95	60.1%	DNP	155	59.8%	40.2%	PSS
In developing a multimedia presentation first consider	54		34.2%	104	65.8%	DNP	170	65.6%	34.4%	PSS
3 Which of the following is an acceptable use of e-mail	67		42.4%	91	57.6%	DNP	175	67.6%	32.4%	PSS
4. which of the following are examples of safe use of internet	95	60.1%	63	39.9%	PSS	183	70.7%	29.3%	PSS	
5 when connecting and there is error message of fails to connect the first thing to do is	98	62.0%	60	38.0%	PSS	146	56.4%	43.6%	PSS	
6. The best software for accounting is	80	50.6%	78	49.4%	PSS	137	52.9%	47.1%	PSS	
7. getting into someone's e-mail without his permission is	59	37.3%	99	62.7%	DNP	172	66.4%	33.6%	PSS	
Adding comment to a blog is known as	62	39.2%	96	60.8%	DNP	162	62.5%	37.5%	PSS	
Soft wares that block access to certain websites is called	88	55.7%	70	44.3%	PSS	163	62.9%	37.1%	PSS	
A computer virus is transmitted by	94	59.5%	64	40.5%	PSS	108	41.7%	58.3%	DNP	

In table 1, items 4, 5, 6, 9 and 10 had a percentage scores that showed that public school principals are competent while in all the other items they are not competent while for private school principals percentage scores showed that they competent in all the items except in item 10. Therefore it could be said that public school private principals are highly competent on web based/networking competencies than the public school principals.

**Q2.** To compare public and private school principals' level of possession data based management competencies for management of information

*Comparative Analysis of Principals' ICT Competencies...*

**Table 2:** Frequency and Percentage on principals' level of possession data based management competencies by school type

Table 2: Frequency and Percentage o.....

	Public (158)				Private (259)				Remark			
	Pass		Failed		Pass		Failed					
	Freq	%	Fre	%	Fre	%	Fre	%				
11. A raw material used to produce information in a computer is	54	34.4%	103	65.6%	DNP	176	68.0%	83	32.0%	PSS		
12 The security measure used to protect a school data bank is	38	24.1%	120	75.9%	DNP	171	66.0%	88	34.0%	PSS		
13 When planning a data base the first step is to			69	43.7%	89	56.3%	DNP	68	26.3%	191	73.7%	DNP
14 What does multi-tasking mean			59	37.3%	99	62.7%	DNP	81	31.3%	178	68.7%	DNP
15 A facility that gives access to many website around the world is			65	41.1%	93	58.9%	DNP	79	30.5%	180	69.5%	DNP
16 The connection of computers so that information can be shared is			58	36.7%	100	63.3%	DNP	184	71.0%	75	29.0%	PSS
17 A file that records a user's website visited is called			78	49.4%	80	50.6%	DNP	103	39.8%	156	60.2%	DNP
18 Data base management requires the programmer to do all except			49	31.0%	109	69.0%	DNP	173	66.8%	86	33.2%	PSS
19 All of these are different methods of data processing except			46	29.1%	112	70.9%	DNP	72	27.8%	187	72.2%	DNP
20 Which of the following would be the most reliable source of preserving data			79	50.0%	79	50.0%	PSS	205	79.2%	54	20.8%	PSS

PSS= Possessed  
DNP= do not possess

In table 2, the percentage score showed that the public school principals were not competent in all the items on this cluster except only in item 20 where it showed them to be moderately competent while the private school principals are competent in items 11, 12, 16, 18, and 20 while in items 13, 14, 15, 17 and 19 showed not competent.

**Table 3:** Chi-square analysis of principals’ level of possession of Web base/networking competencies by school type

		Public (N=158)		Private (N=259)		X <sup>2</sup>	P-Value	Remark
		Pass	Failed	Pass	Failed			
1.	Item	63	95	155	104	15.69	.00	S
2.	Item	54	104	170	89	39.06	.00	S
3.	Item	67	91	175	84	25.51	.00	S
4.	Item	95	63	183	76	4.89	.02	S
5.	Item	98	60	146	113	1.29	.25	NS
6.	Item	80	78	137	122	.20	.65	NS
7.	Item	59	99	172	87	33.55	.00	S
8.	Item	62	96	162	97	21.44	.00	S
9.	Item	88	70	163	96	21.14	.14	NS
10.	Item	94	64	108	151	12.44	.00	S

The analysis in table 3 shows that there is a significant difference in the scores of public and private school principals on their level of possession of Web base/networking competencies as seven out of the 10 items listed had p-value less than the stipulated 0.05 level of significance. The null hypothesis of no significant difference was therefore rejected.

**Hypothesis 2:** There is no significant difference in the scores of public and private school principals’ on their level of possession data based management competencies

**Table 4:** Chi-square analysis of principals’ level of possession data based management competencies by school type

		Public (N=158)		Private (N=259)		X <sup>2</sup>	P-Value	Remark
		Pass	Failed	Pass	Failed			
11.	Item	54	103	176	83	44.53	.00	S
12.	Item	38	120	171	88	69.15	.00	S
13.	Item	69	89	68	191	13.49	.00	S
14.	Item	59	99	81	178	1.62	.20	NS
15.	Item	65	93	79	180	4.91	0.2	S
16.	Item	58	100	184	75	47.49	.00	S
17.	Item	78	80	103	156	3.68	.05	NS
18.	Item	49	109	173	86	50.47	.00	S
19.	Item	46	112	72	187	.08	.77	NS
20.	Item	79	79	205	54	38.39	.00	S

The analysis in table 4 shows that there is a significant difference in the scores of public and private school principals on their level of possession of data based management competencies as seven out of the 10 items listed had p-value less than the stipulated 0.05 level of significance. The null hypothesis of no significant difference was therefore rejected

### **Discussion Level of competency possessed by public and private secondary school principals' in Web based/Networking competency**

The result showed that the public school principals are moderately competent while private school principals are highly competent in web based/Networking. Some of the items in this cluster deal with internet communications, browsing, chatting, text messaging, e-mail and other types of social networking. This is quite surprising because social networking is the in thing now. ICT facilities have been provided in all schools in the state yet the principals of public secondary schools are still not at home with their use as such not competent. This finding is supported by Abiogu (2011) in his study when he observed as saying that to some extent, the government have provided computer systems and laptops with internet connectivity to the schools. Granted the provision of these facilities and seminars and workshop organized yet the desired result has not been possible in most public schools unlike some private schools.

The findings of Egboka (2012) disagreed with this by saying that although many teachers have been trained to gain knowledge and understanding of ICT to support effective teaching; have participated in ICT based conferences and have been train on how to keep individual records of students for uploading to the institution portal but no empowerment have been provided. Supporting the findings of Egboka, Ellioth, (2004) in his study says that access is not synonymous with competency and basic skills needed to be develop. On the contrary private school principals showed high level of competency in web based/networking. Adeniyi (2009) in his report attributed this development to the young caliber of the management team of most private schools who are mostly the young people with knowledge and interested in social networking such as Facebook, WhatsApp, E-mail, Twitter, Instagram. The findings of Iwuagwu (2010) supported the view when he says that many private schools have gone very far ahead of public schools, such that admission forms, school results and adverts are posted and published on their web sites.

Unfortunately, the public secondary principals are majorly older people who did not have formal training in computer studies and as such are incompetent in the use of computer based learning skills. This finding is supported by the study of Okorafor, Maduuko and Achigbo (2011) they observed that this 'net' generation is so computer competent (digital savvy) that in general they are more proficient with the medium than most of their teachers. Many of the principals shared out some of their official duties which they ought to have done them themselves by using their

laptop right before them in the office rather than the school typist who still continues to use manual typewriters even now. This in agreement with the findings by Oguike (2010) which says that principals should afford themselves the opportunity of making use of the computer system in doing some of their official duties other than shifting it to another or using the traditional analogy system. This constitutes to waste of time, divulging of official and confidential information.

### **Level of competency possessed by public and private secondary school principals' in Data base management**

The result here revealed that principals of private school are not competent while public school principals are moderately competent. This finding was not quite surprising because the issue of development of school portal and data base is a recent introduction in secondary schools in the state. The findings of the present study is supported by the findings of Ihuoma (2011) when he says that with the introduction of portal for the submission of school data and productivity returns without adequate training in computer programming of the principals will retard the goal of database management being advocated for. For the fact that the private school principals showed they have skills for the arrangement, organization, locating, accessing and retrieval of data and communication is a credit to the measure of data competency but does mean being competent. The findings of Ohanaka (2011) supported this view that data base management requires a computer specialist who has been trained in data programming. But inputting data into the data base of any institution does not necessarily mean being competent. On the contrary, Nwabueze and Anyira (2011) observed in their study that with the provision of software for data management among other things in the computer system, users of different portal can access, send, open and recognize different file/format (PDF) like the acrobat and adobe reader. This will enable principals manage their data base. If they can do this, they possess data literacy skill. This is in line with the findings in a study of Bruce (2003) which states that data literacy skills have to do with how data is being sourced or located, how to access data that is required and evaluate the accessed data to suit the demand of the information seeker. This is also in line with the study of Omenyi (2007) when she says that it requires the school managers as well as other personnel in the school with rapid, accurate access to wide variety of data stored in the school computer relating to students and staff personnel management, financial transactions of the school, academic records and other administrative information database to import these data with easy and as such does not require much specialty.

The test of hypothesis presented in table 3 showed that there is no significant difference in the competency score of the public and the private school principals in Database management.

## **Conclusion**

From the analysis, interpretation and discussions of result of this study as regards the research questions and hypotheses, the following conclusions were drawn:

From the findings it is show that the private secondary school principals possess high level of ICT competency in web based/networking but moderately competent in database management. While the public secondary school principals are moderately competent and web based/networking but not competent in data base management. Also there are much significant difference in the ICT competencies possessed by public and private secondary school principals in database management. Also in web based/networking that there are significant different between the two schools. This difference may be as a result of differences in policies, ideologies and management's interest of the private secondary schools and lack of seriousness, inadequate training and retraining of principals of the public secondary school towards the implementation of MIS in their schools.

## **Recommendations**

For there to be a good management of information system in the secondary schools, there is an urgent need to organize frequent in service trainings, seminars and workshops for principals in the secondary schools in the state by computer professionals. This will enable the principals to possess certain level of ICT competencies. Irrespective of the type of secondary school, ICT competency is very much needed at this digital information age and global competitiveness and Anambra state secondary schools need not to be left. Laptop or desktop computers should be made available by the government to the principals at a reduced price or in of form of loan to be gradually deduced from their salary to enable them, learn to use them in administration.

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## ADMINISTRATORS' FUND ACQUISITION STRATEGIES FOR QUALITY ASSURANCE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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### Abstract

*This study examined administrators' fund acquisition strategies for quality assurance in public and private secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested. The study adopted a descriptive survey research design. The population for the study constituted 775 secondary school administrators, 258 from state public school and 517 from private schools in the six education zones of Anambra State. Sample for this study constituted 181 public school principals and 362 private school principals selected through the proportionate stratified sampling technique. A questionnaire titled "Administrators' Fund Acquisition Strategies for Quality Assurance Questionnaire (AFASQAQ)" was used for data collection. The questionnaire was validated by three experts and its reliability established through a single administration on a sample of 25 principals in Enugu State; and data gathered were analyzed using Cronbach Alpha method. This yielded an overall internal consistency value of 0.73. Method of data collection involved using a direct, hand-delivery and face-to-face personal contact with the principals. Mean and standard deviation were used to answer the research questions while the hypotheses were tested at an alpha ( $\alpha$ ) level of 0.05 using t-test statistics. Findings include among others that; the private secondary schools employed more fund acquisitions strategies in the areas of their social events strategies, educational services strategies, commercial ventures strategies than administrators of the public secondary schools for enhancement of quality assurance. The findings also indicated that there were significant differences in mean ratings of administrators of public and private secondary schools on the social events, educational services and commercial ventures fund acquisition strategies they employed for quality assurance in Anambra State. Based on the findings, it was recommended that: social events strategies especially the use of raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports employed by the private secondary school administrators should be effectively utilized by the public secondary school administrators to expand their means of fund acquisition for their quality assurance.*

**Keywords:** Administrator, Fund acquisition strategies, Quality assurance, Secondary schools.

## **Introduction**

Education is the main pivot on which the development of any nation hinges. It is the fulcrum for human development in the society. Education is also the bedrock for sustainable national development which serves as a means to an end. Many countries throughout the globe that invested in education see it as an important instrument for socio-economic transformation. Within the Nigerian context, different education levels in which secondary education is part of, have been established by the government in order to cater for the educational needs of the citizens of the country. Secondary education which is at the centre of primary and tertiary education prepares the youths for a fulfilled life in the future. This type of education, according to the Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education (NPE) is the education which a child receives immediately after primary education. It includes two levels of the 3 years junior secondary education of basic education and 3 years senior secondary education. Secondary education provides students with diverse basic knowledge and skills for entrepreneurship and educational advancement in the Nigerian society. It provides entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development. Given the importance of secondary education to the Nigerian society, it is important that its stakeholders just like the public and private school administrators' apply certain fund acquisition strategies that will ensure that quality is assured in the management of their schools. Enhancing quality assurance is also one means that will lead the public and private school administrators' towards the achievement of the objectives of secondary education.

Quality according to Nwankwoala (2007) is the ability of something to perform or serve the purpose it is meant or designed to serve. Okebukola cited in Nwankwoala (2007) defined quality as fitness of purpose. Quality Assurance in education therefore can be described as setting standards for various processes and activities (in which funding is inclusive) that leads to production of learners by the educational institutions (Rugai & Agih, 2007). Given the above definitions of quality and quality assurance, no educational programme which includes secondary education, is worth its onions if the quality of its products are not assured. School administrators are therefore saddled with the responsibility of ensuring that the quality of the educational programmes they run is in line with the national goals and objectives, so that their products can contribute meaningfully to the largest society (Nwankwoala, 2007).

In the public and private secondary schools in Anambra State, the school administrators' perform certain duties in order to ensure that quality assurance is obtainable in their service delivery. Achievement of the objectives of secondary education largely depends on the school administrators, specifically, the principals. Notwithstanding, school administrators in Anambra State are found to function as head of management within the territories of public and private secondary schools

structure. Ige (2013) describes public secondary schools as Federal or State-owned schools which are funded or financed by the federal or state government. Private secondary schools are schools controlled and managed by non-governmental organization; example is the church, private individual, business enterprise, among others. The public secondary schools in Anambra State in essence are schools owned purely by either the Federal or State government while the private secondary schools are owned by private individuals. In this present study therefore, a comparison is made in order to determine public (that is, State government-owned) and private secondary school administrators' fund acquisition strategies for quality assurance in Anambra State.

School administrators are representatives of their employers. They are the administrative heads in the secondary schools and the chief custodians of all curricula and extra-curricular activities in the school organization. The administrators' position is at the top of the school administrative ladder in the secondary school allows him to influence others to do things in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation. The fact still remains that the school administrator, whether those in the public or private secondary school, generally sees to teaching and learning activities. He or she is also charged with the various responsibilities in the school including financial responsibilities (Akpakwu, 2012; Chike-Okoli, 2007). Oche (2009) opined that one of the administrators' responsibilities in the public and private secondary schools is financial management which includes fund acquisition. The demands of the FRN (2013) on leadership fund acquisition necessitates that both the public and private school administrators use effective strategies for fund acquisition to ensure quality assurance likewise achieve the school goals and objectives.

Fund acquisition refers to money earned or acquired and how it is generated, invested and sustained in an establishment. School administrators' fund acquisition is therefore defined by Shilpa and Rakes (2013) as the activity concerned with the estimation, raising and administering the funds to be used in various business enterprises including the schools. It typically refers to efforts to gather money for organizations. Shilpa and Rakes (2013) further pointed out various strategies of administrators' fund acquisition for quality assurance in the school to include; credit, venture capital, donations, loans, fees, grants, savings, subsidies, facilities and taxes, among others. Ibadin (2004), Nwadiani and Omike (2006) and Nwaham (2011) gave instances of some strategies in which the administrators can generate funds for the school (fund acquisition) to include among others, sale of admission forms, tuition fees and levies, admission fees, establishment of commercial ventures, funds from social events and concerts, sale of farm produce, rentals, foreign grants and external aids. Osuala (2007) opined that the fund acquisition is a collective responsibility of all stakeholders. The school administrator is expected to complement government's effort by diversifying their

income basis and utilizing the available funds judiciously for the attainment of educational goals. Fagbemi cited in Oche (2009) noted that most times the funds allocated or provided to public and private school administrators by their employers to run their daily tasks are not usually sufficient to achieve educational goals.

School administrators should have leverages to acquire funds outside their employers' financial allocation. This is evident in the studies of Ede and Fagbemi cited by Oche (2009) that it has become very clear that the traditional resources of government grants to public schools and funds provided by the proprietors/proprietress of most private schools are no longer adequate. School administrators do not have the necessary funds for the efficient running of the school system. Funds required to assure quality from school activities which includes sustaining and maintaining the school facilities, implementing the school curriculum effectively, building teachers' morale for improved performance and supporting their development, among others are not always sufficient; this makes the school administrators explore other reliable and legitimate sources of fund acquisition for their schools development (Oche, 2009). Supporting the above statement, Ode, Bua and Agbe (2014) also stated that the school needs sufficient fund in order to function well and ensure quality assurance, that is funds are needed to buy equipment for offices, buy textbooks, pay staff salaries, equip laboratories, libraries and workshops, put up new buildings, among others, in order to maintain quality services that are expected to carry out the desired goals for efficient and effective running of educational institutions. It is the school administrator's duty to source and administer sizeable financial resources which according to Ode, Bua and Agbe (2014), should also come from other places such as Parents Teachers Association (PTA), setting up commercial ventures, among others. The North Carolina (N.C.) Centre for Nonprofit (2010) maintained that for public and private school administrators to become successful in fund acquisition for quality assurance, they need to have good relationship with the stakeholders, operate an open door policy, communicate the school goals to the stakeholders, and implement an active, customized communication plan. Although, there are various strategies of fund acquisition which have been described by many authors, most of them are commonly or popularly utilized by public and private school administrators. The present study would rather focus attention in making comparison on the following public and private school administrators fund acquisition strategies acquired through: social events, educational services and establishment of commercial ventures. These fund acquisition strategies were examined in the present study because they are popular in most public and private secondary schools within the Nigerian education setting, which makes it possible for the researcher to make comparison on administrators' fund acquisition strategies for quality assurance in public and private secondary schools.

Social events strategy as one of the fund acquisition strategies according to Coleman and Anderson (2000) involves asking money from individuals, governmental and non-governmental institutions by organizing various events, concerts and programmes. Woroniecki (2016) gave examples of social events practices for fund acquisition to include: sale of raffle tickets, hosting fund raising events through tournaments, dramas, concerts and plays, dance competition and auctions. Social events simply refer to social activities executed in order to generate income to accomplish the goals of any organization. Educational services support entails educational programmes introduced by administrators as means of generating fund for the school. Ibadin (2004) opined both public and private school administrators provide educational services that will generate funds for school improvement by organizing extra-mural lessons, part time programmes, extension studies, evening classes and adult education classes.

Another means of school administrators fund acquisition is through commercial venture strategy which is revenue yielding enterprises or business centres which are established to acquire funds for the school. Examples of these commercial ventures set up by administrators for fund acquisition as identified by Ibadin (2004) and Nwadiani and Omoike (2006) include: establishing and putting up consultancy services, shopping centres, bookshops, printing press, rentals and hospitality services like catering services. From all the foregoing discussions, fund acquisition strategies are crucial not only for the sustainable development in the public and private schools but to enhance quality assurance. Employing different strategies of fund acquisition will empower administrators of either the public or private school to improve school quality and effectiveness in administration for quality assurance. However, the way and manner in which the public and private schools administrators in the country and Anambra State inclusive employ these strategies might differ, given that these schools differ in ownership and style of management. Their difference seems to have both theoretical and practical underpinnings as opined by Rong'uno (2017). Ogbiji and Ogbiji (2014) observed that although public and private schools in Nigeria are guided by the same National Policy on Education, and pursue the same objective of providing standard and qualitative education, they differ in their general administration owing to the fact that parents and guardians appear to be more inclined to believe that administrators of private schools are administratively more effective than those of public schools. In citing instances, the public secondary schools seem to enjoy better funding and sponsorship from government subventions and grants more than the private secondary schools which gets theirs from tuition paid by students and sometimes endowment from other nonpublic sector, yet, practically, the private secondary schools render efficient services more than the public secondary schools. Ogbiji (2018) noted that public schools are seen as "no man's business" by both the workers and the public, they tend to lack effectiveness in their in general administration, supervision, decision-making and motivational techniques. It

sounds paradoxical to think that private schools are better organized and managed given the array of personnel and funding pumped into public schools as against the limitation of funding and personnel in private schools. This perception on the part of parents has brought about greater patronage of private schools by parents who can afford to pay high fees charged (Ogbiji, 2018).

The researchers are therefore, compelled to compare public and private secondary schools administrators' fund acquisition strategies based on certain differences in inclinations or factors which borders on public and private schools funding, students' academic performances, facility development, staff quality, commitment to teaching and learning and service delivery, among others. Several empirical studies have been conducted by other researchers like Kones (2012), Okorafor (2001) and others on sources of fund of school administrators in different locations. All these studies have their own mix and gaps including issues surrounding administrators' fund acquisition in Anambra State which are yet to be ascertained. Despite the crucial position which secondary education occupies as an important catalyst that molds students' life towards choosing their career for successful living in the society, adequate funding of schools still remain a serious challenge and a matter of concern for various education stakeholders in Anambra State. Funds allocated to the public and private secondary schools by their employers seem not to be enough for school improvement, effectiveness and quality assurance. Therefore, the situation of underdevelopment of many public and private secondary schools in Anambra State calls for school administrators to apply different fund acquisition strategies that will enable them acquire fund in order to aid school improvement and sustain quality assurance. Nevertheless, the manner in which public and private secondary school administrators' employ various fund acquisition strategies might also vary or become even, couple with the fact that the public secondary schools are under the control of the State government ownership and enjoy more sponsorship from the government than the private schools while the private schools are under the control of private individual(s) ownership. This has created a gap which needs to be filled by the present study and warranted the need to conduct an investigation towards examining administrators' fund acquisition strategies for quality assurance in public and private secondary schools in Anambra State.

### **Purpose of the Study**

The purpose of this study was to compare administrators' fund acquisition strategies for quality assurance in public and private secondary schools in Anambra State. Specifically, the study aimed to compare:

1. Social events fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State.

2. Educational services fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State.
3. Commercial venture fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What are the social events fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?
2. What are the educational services fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?
3. What are the commercial venture fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

### **Hypotheses**

The following null hypotheses were tested at an alpha ( $\alpha$ ) level of 0.05:

1. There is no significant difference in the mean ratings of administrators of public and private secondary schools on social events fund acquisition strategies they employed for quality assurance in Anambra State.
2. There is no significant difference in the mean ratings of administrators of public and private secondary schools on educational services fund acquisition strategies they employed for quality assurance in Anambra State.
3. There is no significant difference in the mean ratings of administrators of public and private secondary schools on commercial venture fund acquisition strategies they employed for quality assurance in Anambra State.

### **Method**

The study adopted a descriptive survey research design. For the present study, the design entailed the researcher carrying out a field investigation by studying some part of the population where samples were drawn from a given large population; that is samples were drawn from the public and private schools and thereafter comparison made. The population for the study constituted a total of 775 administrators which consisted of 258 State public secondary school administrators and 517 administrators of the private secondary schools in the six education zones in Anambra State. Sample for this study constituted 181 public secondary school principals and 362 private secondary school principals selected through the proportionate stratified sampling technique. Seventy percent (70%) of the public and private secondary schools and their principals were sampled from each of the six education zones in Anambra State. This gave rise to a sample size

of 543 administrators (principals) which were used for the study. A questionnaire titled "Administrators' Fund Acquisition Strategies for Quality Assurance Questionnaire (AFASQAQ)" was used for data collection. Construction of all the items in the questionnaire was guided by the purpose of the study, research questions and literature from several theoretical studies. The questionnaire contained 17 structured items arranged into three clusters in order to elicit information based on public and private secondary schools administrators' fund acquisition strategies for quality assurance in Anambra State. Items on the research instrument (AFASQAQ) were measured on a 4-point scale and rated as: (a) Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point, as response items for all the statements in the questionnaire concerning public and private secondary schools administrators fund acquisition strategies. The instrument was validated by three experts in the Department of Educational Management and Policy and Department of Educational Foundations (Measurement and Evaluation Unit). The three experts made useful comments and corrections on most of the items which were incorporated in the instrument before final copies were produced. Reliability of the instrument was established through a single administration method. It was administered on a sample of 25 principals in Enugu State. Data gathered from the pilot-test conducted were analyzed using Cronbach Alpha method. This yielded an overall internal consistency value of 0.73 showing that the instrument was reliable.

Method of data collection involved using a direct, hand-delivery and face-to-face personal contact with the principals, who were considered to be the respondents for the study with the help of six research assistants. The research assistants were given instructions on how to communicate with the respondents and collect the necessary data for the study. A total of 543 copies of the questionnaire were printed and distributed to the respondents in the public and private secondary schools in Anambra state. The rate of return on the copies of the questionnaire retrieved was at a 100percent. Mean and standard deviation were used to answer the research questions. The decision rule for the items on each of the research questions was based on the premise that any statement or item with a mean score of 2.50 and above was agreed, while any one below 2.50 was disagreed. The hypotheses were tested at an alpha ( $\alpha$ ) level of 0.05 using t-test statistics. Decision rule was based upon the premise that wherever p-value obtained is greater than or equal to the alpha 0.05 level of significance, the null hypothesis is not rejected. Otherwise, wherever an obtained *p*-value is less than the alpha 0.05 level of significance, such null hypothesis is rejected.

## **Results**

**Research Question 1:** What are the social events fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?



**Table 1: Mean Scores and SD of the Respondents Ratings on the Social Events Fund Acquisition Strategies employed by Administrators for Quality Assurance in Public and Private Secondary Schools in Anambra State**  
N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
1	Funds are generated through raffle tickets draws to the general public for fund acquisition	2.39	1.17	<b>Disagree</b>	2.77	1.02	<b>Agree</b>
2	Different talents shows, concerts, plays and musical competitions are organized as a way of raising funds for the school	2.78	1.05	<b>Agree</b>	2.93	0.97	<b>Agree</b>
3	Funds are acquired for the school during students prize giving day	2.14	1.05	<b>Disagree</b>	2.99	0.94	<b>Agree</b>
4	Sporting activities like the inter-house sports yields extra funds for the school	2.12	0.94	<b>Disagree</b>	3.00	0.98	<b>Agree</b>
5	Awards are given to distinguished members of the public in order to acquire funds for the school	2.88	0.94	<b>Agree</b>	2.94	1.02	<b>Agree</b>
<b>Mean of Means and Standard Deviation</b>		<b>2.46</b>	<b>1.08</b>	<b>Disagree</b>	<b>2.93</b>	<b>0.99</b>	<b>Agree</b>

Observations in Table 1 from the mean ratings of the respondents (administrators) in the public secondary schools indicated that only items 2 and 5 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 1, 3 and 4 were rated below 2.50 in disagreement with the statements. The mean of means of public secondary school administrators of 2.46 showed that respondents reacted negatively to most of the items. The standard deviation of the public secondary schools of 1.08 indicated large difference exists and that there were no close views in the mean responses of the public secondary school administrators. Observations still in Table 1 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that all the items were rated above 2.50 in agreement with the statements. The mean of means of the administrators of the private secondary schools is 2.93, showing respondents positive reactions to all the items. The standard deviation of the private secondary schools of 0.99 shows that a small difference exists and indicated that there was close views in the mean responses.

**Research Question 2:** What are the educational services fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

**Table 3: Mean Scores and SD of the Respondents Ratings on the Educational Fund Acquisition Services employed by Administrators for Quality Assurance in Public and Private Secondary Schools in Anambra State** N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
6	Extra-mural lessons are organized for students after school hours in order to secure funds for the school	1.85	0.94	<b>Disagree</b>	2.98	0.98	<b>Agree</b>
7	Holidays lessons are organized at every long vacation in order to raise revenue for the school	2.07	0.99	<b>Disagree</b>	2.98	0.98	<b>Agree</b>
8	WAEC extension classes are organized for JSS and SS students preparing for examination	2.62	1.05	<b>Agree</b>	3.06	0.99	<b>Agree</b>
9	Adult education evening programmes are organized as means of fund acquisition for the school	2.39	1.06	<b>Disagree</b>	2.08	1.06	<b>Disagree</b>
10	Part-time sandwich programmes which are organized for teachers within the school premises serves as a means of fund acquisition	2.24	1.08	<b>Disagree</b>	2.32	1.05	<b>Disagree</b>
<b>Mean of Means and Standard Deviation</b>		<b>2.23</b>	<b>1.06</b>	<b>Disagree</b>	<b>2.68</b>	<b>1.09</b>	<b>Agree</b>

Observations in Table 2 from the mean ratings of the respondents (administrators) in the public secondary schools indicated that all the items 6, 7, 9 and 10 were rated below the acceptable mean score of 2.50 in disagreement with all the statements. Only item 8 were rated above 2.50 in agreement with the statements. The mean of means of public secondary school administrators of 2.23 showed that respondents reacted negatively to many of the items. The standard deviation of the public secondary schools of 1.06 indicated small difference exists and that there were close views in the mean responses of the public secondary school administrators showing that the educational services fund acquisition strategies for quality assurance was not employed. Observations still in Table 2 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that items 6, 7 and 8 were rated above 2.50 in agreement with the statements. All other

items 9 and 10 rated below 2.50 in disagreement with any of the statements. The mean of means of the administrators of the private secondary schools is 2.68, showing respondents positive reactions to all the items. The standard deviation of the private schools of 1.06 indicated that a small difference exists and indicated that there was close views in the mean responses.

**Research Question 3:** What are the commercial venture fund acquisition strategies employed by administrators for quality assurance in public and private secondary schools in Anambra State?

**Table 5: Mean Scores and SD of the Respondents Ratings on the Commercial VentureFund Acquisition Strategies employed by Administrators for Quality Assurance in Anambra State**  
N = 543

S/N	Items	Public			Private		
		$\bar{X}$	SD	Decision	$\bar{X}$	SD	Decision
11	Rents paid for accommodation by teachers and students provides funds for the school	2.61	1.04	<b>Agree</b>	2.91	1.01	<b>Agree</b>
12	The school halls which are rented adds additional funds to the school	2.65	1.11	<b>Agree</b>	2.95	1.00	<b>Agree</b>
13	Funds acquired from the school cafeteria/canteen provides income for the school	2.83	0.97	<b>Agree</b>	2.93	1.03	<b>Agree</b>
14	The school has a shopping centre where it acquires additional funds	1.88	0.91	<b>Disagree</b>	2.23	1.11	<b>Disagree</b>
15	The school owns a typing centre where it acquires income from typing, printing and photocopies made by different individuals	2.65	1.09	<b>Agree</b>	3.03	0.90	<b>Agree</b>
16	Charges paid for accommodation by the candidates of the sandwich programme earns income for the school	2.10	1.02	<b>Disagree</b>	2.82	1.00	<b>Agree</b>
17	The school engages in consultancy services as other means of fund acquisition	2.35	1.00	<b>Disagree</b>	2.99	0.94	<b>Agree</b>
<b>Mean of Means and SD</b>		<b>2.44</b>	<b>1.07</b>	<b>Disagree</b>	<b>2.84</b>	<b>1.03</b>	<b>Agree</b>

Observations in Table 3 from the mean ratings of the respondents (administrators) in the public secondary schools indicated that only items 11, 12, 13 and 15 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 14, 16 and 17 were rated below 2.50 in disagreement with the statements, showing that funds were not acquired by the public secondary school administrators through those means. The mean of means of public secondary school administrators of 2.44 showed that respondents reacted negatively to most of the items. The standard deviation of the public schools of 1.07 indicated large

difference exists and that there were no close views in the mean responses of the public secondary school administrators. Observations still in Table 3 from the mean ratings of the respondents (administrators) in the private secondary schools indicated that items 11, 12, 13, 15, 16 and 17 were rated above 2.50 in agreement with the statements. Only item 14 rated below 2.50 in disagreement with the statement. The mean of means of the administrators of the private secondary schools is 2.84, showing respondents positive reactions to all the items. The standard deviation of the private schools of 1.03 shows that a small difference exists and indicated that there was close views in the mean responses.

**Test of Hypotheses**

1. There is no significant difference in the mean ratings of administrators of public and private secondary schools on social events fund acquisition strategies they employed for quality assurance in Anambra State.

**Table 4: t-Test of Independent Sample on the Social Events Fund Acquisition Strategies employed between Administrators of Private and Public Secondary Schools for Quality Assurance in Anambra State.**

Schools	N	Mean	Std. Dev.	t	df	Std Error	P-value
Private	362	14.63	4.846	5.229	541	.445	.000.
Public	181	12.30	4.966				

The result in Table 4 indicates that the calculated t-test value is 5.229 and a p-value .000 with degree of freedom (df) 541 at 5% alpha level. Since the p-value (.000) is less than the alpha level ( $P < 0.05$ ), the null hypothesis is rejected. Hence, there is significant difference in the mean ratings of administrators of public and private secondary schools on the social events fund acquisition strategies they employ for quality assurance in Anambra State.

2. There is no significant difference in the mean ratings of administrators of public and private secondary schools on educational services fund acquisition strategies they employed for quality assurance in Anambra State.

**Table 5: t-Test of Independent Sample on the Educational Services Strategies employed for Fund Acquisition between Administrators of Private and Public Secondary Schools for Quality Assurance in Anambra State**

Schools	N	Mean	Std. Dev.	t	df	Std Error	P-value
Private	362	13.41	4.832	5.065	541	.443	.000
Public	181	11.17	4.930				

The result in Table 5 indicates that the calculated t-test value is 5.065 and a p-value .000 with degree of freedom (df) 541 at 5% alpha level. Since the p-value (.000) is less than the alpha level ( $P < 0.05$ ), the null hypothesis is rejected. Hence, there is a significant difference in the mean ratings of administrators of public and private secondary schools on the educational services fund acquisition strategies they employ for quality assurance in Anambra State.

3. There is no significant difference in the mean ratings of administrators of public and private secondary schools on commercial venture fund acquisition strategies they employed for quality assurance in Anambra State.

**Table 6: t-Test of Independent Sample on the Commercial Venture Strategies employed for Fund Acquisition between Administrators of Private and Public Secondary Schools for Quality Assurance in Anambra State**

Schools	N	Mean	Std. Dev.	T	df	Std Error	P-value
Private	362	19.86	6.766	4.502	541	.618	.000
Public	181	17.08	6.832				

The result in Table 6 indicates that the calculated t-test value is 4.502 and a p-value .000 with degree of freedom (df) 541 at 5% alpha level. Since the p-value (.000) is less than the alpha level ( $P < 0.05$ ), the null hypothesis is rejected. Hence, there is a significant difference in the mean ratings of administrators of public and private secondary schools on the commercial venture fund acquisition strategies they employ for quality assurance in Anambra State.

### Discussion

The finding of the study indicated that in the public secondary schools, funds were acquired by the administrators for quality assurance through social events strategies which included that: different talents shows, concerts, plays and musical competitions are organized as a way of raising funds for the school. Awards are given to distinguished members of the public in order to acquire funds for the school. The public secondary school administrators did not acquire funds for the schools through social events strategies like raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports. To compare this with those of the private secondary school administrators, the finding indicated that funds were generated by the administrators in the private secondary schools through raffle tickets draws to the general public for fund acquisition. Different talents shows, concerts, plays and musical competitions are organized as a way of raising funds for the school. Funds are acquired for the school during students'

prize giving day. Sporting activities like the inter-house sports yields extra funds for the school. Awards are given to distinguished members of the public in order to acquire funds for the school. This finding indicated that the private secondary school administrators explored all the social events strategies investigated in this study for their fund acquisition, and as such acquired funds for their schools through the social events strategies more than the public secondary school administrators. This finding agrees with the finding of Oche (2009) study which indicated that principals explore other sources of funds through speech and prize giving day. Nwaham (2011) confirmed that through sporting activities, secondary schools are also financed, therefore every school, be it public or private is mandated to organize inter-house sports and during this period, funds are raised by rich individuals in the society.

The hypothesis tested revealed that there was a significant difference in the mean ratings of administrators of public and private secondary schools on the social events fund acquisition strategies they employed for quality assurance in Anambra State. This means that the administrators of public and private secondary schools employed different means of social events fund acquisition strategies for quality assurance, indicating that the private secondary school administrators' utilized more social events fund acquisition strategies for quality assurance more than those in the public secondary schools. This finding is not in consonance and does not concur with the finding of Oche (2009) which discovered that there was no significant difference in the mean ratings of junior and senior secondary school principals on how funds were sourced and managed in the secondary schools in Benue State. However, the present study revealed a significant difference existed between social events strategies employed by the public and private secondary school administrators which can be buttress with the findings of Ogbiji and Ogbiji (2014) study which confirmed that although public and private schools in Nigeria are guided by the same National Policy on Education, and pursue the same objective of providing standard and qualitative education, yet they differ in their general administration. Ogbiji (2018) still supporting the findings of Ogbiji and Ogbiji (2014) confirmed that public schools are seen as "no man's business" by both the workers and the public, they tend to lack effectiveness in their in general administration, supervision, decision-making and motivational techniques. It is therefore paradoxical to think that private schools are better organized and managed given the array of personnel and funding pumped into public schools as against the limitation of funding and personnel in private schools. Whereby the administrator of public or private secondary school fails to effectively explore the social events strategies this can jeopardize administrative efficiency and performance of a school therefore quality assurance will not be sustained or attainable.

It was disclosed through the finding of the study that the administrators of the public secondary schools employed only one educational service strategy by

organizing WAEC extension classes for JSS and SS students preparing for examination, the administrators acquired funds for their schools. Fund were not acquired through other educational services strategies such as organizing extra-mural lessons, holiday's lessons, adult education evening programmes and part-time sandwich programmes. In comparing this to those of the private secondary school administration, the finding indicated that funds were acquired by the administrators through educational services strategies such as organizing extra-mural lessons for students after school hours, holiday lessons at every long vacation and WAEC extension classes for JSS and SS students preparing for examination. Funds were not acquired through adult education evening programmes and part-time sandwich programmes. This finding indicated that the private secondary school administrators acquired funds for their schools through the educational services strategies more than the public secondary school administrators for quality assurance. This finding agrees and concurs with the finding of Ibadin (2004) study which indicated that although most of the educational institutions have mounted various programmes as strategy for generating funds, there is still the need to intensify this and exploit it to the fullest, since workers and the institutions mostly benefits from these programmes.

Ibadin (2004) confirmed and reported that residential programmes during long vacation like sandwich programmes can improve the utilization of residence and catering facilities that will generate funds for secondary school. In most secondary schools, evening classes are organized for students by the school, this likewise provide extra fund for the school. The hypothesis tested indicated that there was a significant difference in the mean ratings of administrators of public and private secondary schools on the educational services strategies they employed for fund acquisition in Anambra State. This means that the manner in which the administrators of public and private secondary schools employed different means of educational services fund acquisition strategies for quality assurance differed from each other. This finding indicating that the private secondary school administrators' utilized more educational services fund acquisition strategies for quality assurance more than those in the public secondary schools. This finding does not concur and disagrees with the finding of Oche (2009) which discovered that there was no significant difference in the mean ratings of junior and senior secondary school principals on how funds were sourced and managed in the secondary schools in Benue State. On the contrary, Rong'uno (2017) finding reported a significant difference in the way schools were financed in order to support the finding of this present study. Given the finding of this present study, administrators of public and private secondary schools should explore educational services strategies for their schools efficiency and assurance of quality. By the introduction of certain educational programmes, the school can get extra fund to solve the problems and will be quality assurance guaranteed.

Finding of the study indicated that in the public secondary schools, funds were acquired by the administrators for quality assurance through commercial venture strategies such as rents paid on accommodation by teachers and students, renting the school halls, from the school cafeteria/canteen and owning a typing centre. Funds were not acquired by the public secondary school administrators through commercial venture strategies such as having a shopping centre, accommodation for candidates of sandwich programmes and school consultancy services. Whereas, in making comparison with the private secondary schools, the finding further indicated that funds were acquired by the administrators for quality assurance through commercial venture strategies such as rents paid on accommodation by teachers and students, renting the school halls, from the school cafeteria/canteen, owning a typing centre charges paid for accommodation by candidates of sandwich programmes and from school consultancy services. Funds were not acquired by the private secondary school administrators through commercial venture strategies such as shopping centre. This particular finding indicated that the private secondary school administrators acquired funds for their schools through the commercial venture strategies more than the public secondary school administrators. This finding agrees with the finding of Oche (2009) which discovered that by setting up cafeteria and canteens enabled principals explore other sources of funds. The finding of Nwadiani and Omoike (2006) also supports and back up Oche (2009) finding which confirmed that revenue yielding ventures at all levels of the education system in Nigeria serves as internally generated fund for schools' fund acquisition.

Kones (2012) discovered that secondary school principals of Kuresoi District in Rift Valley adopted strategies to generate funds by using their land resources to their benefit. Those operating boarding schools engaged in farm activities that made them generate money from the community and non-governmental organizations. The hypothesis tested indicated that there was a significant difference in the mean ratings of administrators of public and private secondary schools on the commercial venture fund acquisition strategies they employed for quality assurance in Anambra State. In making comparison between the public and private schools, this particular finding indicated that both the public and private secondary school administrators differed in the fund acquisition strategies as regards to the commercial venture strategies in which they both employed. This showed that the private secondary school administrators' utilized more of different tactics through the commercial venture strategies for fund acquisition more than those in the public secondary schools. This finding concurs and is in consonance with the findings of the studies of Ogbiji and Ogbiji (2014) and Ogbiji (2018) which discovered that there was a significant difference in schools' financial management system given the differences in their general administration. Okorafor (2001) also supporting the difference in the mean ratings of administrators of public and private secondary schools on the commercial



venture strategies found that, although government is spending heavily on education, there is still more room for the government to invest in this sector. The study further discovered that alternative sources of school fund are necessary to accomplish the educational goals of the government. By investing in commercial ventures therefore, public and private schools administrator can acquire extra funds for their schools for quality assurance and whereby they fail to expand their resources through this strategy, the schools tend to continue wallowing in their ugly and devastating state making quality assurance not attainable.

### **Conclusion**

Administrators' fund acquisition strategies are essential and of utmost importance for general schools' administration and attainment of quality assurance in both public and private secondary schools. The findings of the present study generally revealed that the administrators of private secondary schools employed more fund acquisitions strategies for quality assurance especially in the areas of their social events strategies, educational services strategies and commercial ventures strategies than administrators of the public secondary schools. There was a significant difference in administrators' fund acquisition for quality assurance in public and private secondary schools in Anambra State in the aforementioned strategies. This situation which majorly affects the public secondary schools more than the private secondary schools makes it difficult for most schools foster quality assurance for the achievement of educational goals. It is based on this benchmark that recommendations have been proffered below.

### **Recommendations**

1. Social events strategies especially the use of raffle tickets draws, students' prize giving day and sporting activities like the inter-house sports employed by the private secondary school administrators should be effectively utilized by the public secondary school administrators' to expand their means of fund acquisition for quality assurance.
2. To attain quality assurance, the public secondary school administrators should emulate the private secondary school administrators in employing other educational services strategies in order to expand their means of fund acquisition for quality to be assured. This can be achieved through Anambra State government policies and Post Primary Schools Service Commission (PPSSC) support.
3. The public and private secondary school administrators through the financial support of their employers and the State government should expand their sources of fund acquisition by exploring other commercial venture strategies. They administrators can liaise with the government, the Post Primary Schools Service Commission, international organizations/agencies and parents to

support them financially in school building projects that will enable them acquire extra funds for quality improvement and assurance.

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# EXETENT OF EDUCATIONAL RESOURCES UTILIZATION FOR TEACHER JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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## **Abstract**

*This study investigated the extent of educational resources utilization for teacher job performance in secondary schools in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted the descriptive survey research design. Population of the study comprised 5,976 teachers from 258 public secondary schools located in urban and rural areas in Anambra State. The sample size for this study was made up of 1,195 teachers from 133 secondary schools drawn using proportionate random sampling technique. A questionnaire titled: “Extent of Utilization of Available Educational Resources for Teacher Job Performance Questionnaire (EUAERTJPO)” was used in eliciting information from the teachers in this study. Data gathered from the pilot test were analyzed using Cronbach Alpha method. This yielded an overall coefficient of internal consistency of 0.82. Data collected and collated were quantitatively analyzed using descriptive statistics of mean scores and standard deviation in order to answer the research questions, while hypotheses were tested at 0.05 level of significance using t-test statistics. Findings of the study indicated among others that: the available physical plant, printed and non-printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State and a significant difference was found between the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State. Based on the findings, recommendations were proffered and among these included that: the Anambra State government and Post Primary Schools Service Commission should constantly audit, up-grade and maintain the available physical plant resources in secondary schools in order to ensure that they are properly utilized for teacher job performance.*

**Keywords:** *Educational, Resources, Utilization, Teacher, Job, Performance, Secondary, Schools*

## **Introduction**

Educational resources, be it human or material resource, play vital role in both the education system and instructional delivery in the classroom. They are

also included as one of the most important machineries useful for promoting the effectiveness of teaching and learning in the secondary schools. Educational resources have great significance in promoting administrative processes and likewise students' academic achievements. For instance, the presence of material resources as part of educational resources in the school environment impacts greatly on teachers' job performance in the classroom. Teaching and learning cannot yield positive results without the teacher making use of some educational resources during classroom presentations. The level of teachers' job performance and their success in teaching various subjects in secondary schools is greatly dependent on the degree and extent of utilization of up-to-date education resources which revolve around facilities, equipment and supplies like the physical plants, printed and non-printed materials. Many scholars, researchers and other stakeholders in the education sector like Emetarom (2003), Kola (2007), Olulube (2006), Shehu and Mohammed (2014), Ugwuanyi (2013), Wanjiku (2013) and others have come to the realization that material resources are very crucial for all round development of individual competences within the school environment. From a human perspective, a resource is anything obtained from the environment to satisfy human needs and wants (*Miller & Spoolman, 2011*). Atieno (2014), Ezeh (2010), Okoro (2006), Wanjiku (2013) defined educational resources as physical, material, human and financial inputs in the teaching and learning process. They include things or facilities in the school and learning environment, which are used to attain the goals and objectives of the school organization. Educational resources also include texts, videos, software, audio-visuals, printed materials, non-printed materials and other materials that teachers use to assist students to meet the expectations of learning (Kochhar, 2012). The resources can be broadly grouped into two as human and material resources (Manson & Nor, 2011; *Miller & Spoolman, 2011*; Nwaham, 2011; *Stephen, 2011*). Ehiamelator in Dodo, Ajiki and Abimiku (2010) defined material resources as operational inputs of every instructional programme. That is to say, they are inputs which aid the teacher to achieve some level of instructional efficiency and effectiveness. The Federal Ministry of Education (FME) (2000), identified school material resources to include the classrooms, libraries, laboratories, books, workshops, school buildings, playfields, school farms, garden, electrical fixtures, equipment, time, land, transport, the school environment, toilet facilities, and portable water while human resources include teachers, non-teaching staff, school administrators, among others. Educational resources as defined in this study are tools, instruments, services and devices which assist teachers to effectively deliver their lessons in the classroom. However, educational resources investigated in the present study include the physical plant materials, printed and non-printed materials.

The school physical plants resources refer to all the physical properties of a school, consisting of the site, grounds, buildings, and the various facilities and equipment within the school grounds and inside the school buildings (Kimeu,

Tanui & Ronoh, 2015; Macalino, 2014; Maicibi, 2003). To Macalino, physical plant resources include; the site, buildings, laboratories, libraries, furniture, equipment, among others. Printed resources in secondary schools according to Nzeneri (2010) are instructional materials like pen, black and white or coloured prints like pamphlets, workbook, study materials, brochures, memo-graphs, periodicals, newspapers, dictionary, teachers' manual and guide, textbooks, graphic materials, note of lesson, lesson plan, scheme of work, curriculum syllabus and downloaded materials for the internet, among others. The non-printed resources are those durable materials that do last and they include real objects, hard wares, equipment and high-technology/digital materials that provide educational information and act as excellent tools for instructional delivery. These resources equally appeal to all the five senses of sight (seeing), hearing, touching, tasting and smelling. Many of these non-printed machineries apart from the real objects operate with electricity or batteries (Nzeneri, 2010). Teachers' job performance in the secondary education system in Anambra State cannot be effective without utilization of varieties of these educational resources. This is so because, educational resources form the hub around which effective teaching, leading to the realization of positive outcomes in secondary education revolves. The extent to which the physical plant materials, printed and non-printed materials are provided in the school, determines how teachers will utilize them in schools for their utmost performance (Wanjiku, 2013). Therefore, utilization of educational resources could be useful for teacher job performance as identified in the studies of Adebule and Ayoola (2014), Andambi and Kariuki (2013), Dodo, Ajiki and Abimiku (2010), Kyara (2013), Ntui and Udah (2015), Nyange (2013), Owate and Iroha (2013), Valdez (2006), and Wanjiku (2013). For these studies, educational resources share close relationships with teacher job performance, satisfaction and students' academic performance and achievements. This means that for any subject taught in secondary schools, relevant learning resources (materials) are necessary for teaching in order to meet the instructional objectives as indicated by the Federal Ministry of Education (2000) and Federal Republic of Nigeria (2013). Appropriateness in the utilization of educational resources is an important factor or component in the implementation of the curriculum which helps the implementers such as teachers to realize the stipulated goals and guide them in the teaching-learning process in the classroom practice (Frankie-Dolor, 2002). This is corroborated by Adeboyeje in Akinsolu (2012) that physical facilities are essential materials that must be put in place and into consideration for quality of instructions and the objectives of the school system to be accomplished.

Utilization according to Ugwuanyi (2013) simply represents the actual patronage of the school facilities, equipment and supplies by the teacher in teaching. Hornby in Ugwuanyi (2013) explained utilization as the act of making use of available services at the individual's disposal. Philip Lief Group (2013) opined that utilization is that something is equal to or fully sufficient for a specified

or implied requirement. It also means how resources are used to get good results (Okoth, 2011). When resources are sufficiently available in schools, teachers get the satisfaction they need in utilizing them in teaching and their best performance in using the resources in the classroom is guaranteed. Teachers need educational resources in order to boost their hidden potentials, competences, performance and satisfaction. Adequate and quality facilities according to Ogunsaju (2000) must be utilized in the system for developing the human resources like the teachers in order to ensure school effectiveness. Ogunsaju further stressed that the situation whereby teachers are made to teach students without adequate use of educational resources should be discouraged and the need to support teachers with relevant teaching resources should be intensified.

Teacher job performance as defined by Sonnentag, Volmer and Spsychala (2010) has to do with teachers' behavioural aspect which refers to what people do while at work, the action itself. Conversely, the extent and amount of resource utilization in most cases may differ as a result of school type and location (urban and rural). A place is urban or rural by policy which is usually determined by the government. In this study, urban secondary schools are those secondary schools that are located in areas that have been designated as urban areas and known for high level of development. Rural secondary schools are those secondary schools that are geographically located in areas designated as rural areas (Igbofocus, 2011; Department of Planning, Research and Statistics (PRS) of the Anambra State Post Primary Schools Service Commission –PPSSC, 2017). Most times utilization of resources in schools is affected by some variables like school location (urban and rural). Considering the influence of school location as a determinant factor on the provisions of school resources, Ugwuanyi (2013) found that utilization of such facilities and supplies may vary among secondary schools according to school type and geographical location differences among the schools. There are yet scanty research reports on influence of school location and school type on teachers' utilization of resources in Nigeria. This is similar to the assertion made by Ayogu and Nworgu in Ugwuanyi (2013) that urban students out-performed their rural counterparts in physics achievement. The study agrees with the findings of Owoye (2000) which showed that urban students performed better than rural students as a result of resource utilization.

The phenomenon of school location (whether urban or rural) on educational resources utilization is investigated in the present study to determine whether these variables account for possible differences in the extent of resource utilization for teacher job performance in the secondary schools. Teachers in the urban and rural schools can have their own views concerning the extent of utilization of

educational resources for teacher job performance and this is also what the present study intend to find out. It may also be the reason for differences in teachers' job performance. In Anambra State, the amount of resources available seems not to consider the students' capacity in many of the schools. This could have been affected by the teacher factor through their job performance. This is evident in the study of Adetula (2005), Ekpo and Eze (2015), Kyara (2013) whose testimony revealed that if teachers are not efficient hence low job performance. Affianmagbon (2007) complained that the constant cases of teachers' inefficiency, low level of teachers' commitment and performance constituted a big problem towards the attainment of educational goals in the secondary schools. Given similar scenario in secondary schools in Anambra State, this bad situation has kept both the researcher and other education stakeholders worrisome.

A cursory look at the development of secondary schools in the State has shown that there are evidences of lapses in majority of the teachers' job performances and work. Lapses in teachers' job performance and work are mostly expressed through their negative behaviour and attitude towards work and poor commitments. This seems to have negative consequences on students' performances in both internal and external examinations. The problem of resource utilization as regards to the school physical plant facilities, printed and non-printed facilities in connection with teacher job performance in secondary schools in Anambra State has become a new matter of discourse for researchers and likewise questionable. The current situation of things on ground showcases that many of the teachers in Anambra State secondary schools, whether rural or urban secondary school, are still teaching and working under very difficult conditions and poor working environment where many of these educational resources like the physical plants resources, printed and non-printed resources are not properly utilized. With this devastating state, where teachers find difficulties in performing their task and function constitute a challenge which has consequences on effectively realizing educational goals in Anambra State. Despite the Anambra State government efforts to support schools with educational resources in order to improve teachers' job performance, a lot of things are still at stake and the situation has not changed much. The problem concerning educational resources utilization for teacher job performance which has necessitated the present study therefore stands as the gap which must be filled. The present study sought to address the extent of educational resource(s) utilization for teacher job performance in secondary schools in Anambra State, which is the problem of the study.



### **Purpose of the Study**

The purpose of this study was to examine the extent of educational resources utilization for teacher job performance in secondary schools in Anambra State. Specifically, the study examined the:

1. extent of teachers utilization of the available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.
2. extent of teachers utilization of the available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.
3. extent of teachers utilization of the available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. To what extent are the available physical plant resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?
2. To what extent are the available printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?
3. To what extent are the available non-printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

### **Hypotheses**

The following null hypotheses were tested at  $\alpha$  0.05 level of significance in the study:

1. There is no significant difference in the mean ratings of teachers on the extent of their utilization of the available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of teachers on the extent of their utilization of the available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.
3. There is no significant difference in the mean ratings of teachers on the extent of their utilization of the available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

### **Method**

The descriptive survey research design was adopted in the study. The population of the study comprised 5,976 teachers in the 258 public secondary schools located in urban and rural areas of Anambra State. The sample size for this study was made up of 1,195 teachers from 133 secondary schools picked using proportionate

stratified random sampling technique. A structured questionnaire titled - “Extent of Utilization of Available Educational Resources for Teacher Job Performance Questionnaire (EUAERTJPQ)”, which was divided into two sections and contained 59 items was used to collect data for the study. Items on the instrument (EUAERTJPQ) was measured on a 4-point scale and rating as: (a) Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Moderate Extent (ME) – 2 points and Low Extent (LE) – 1 point, as response items for extent of educational resources utilization for teacher job performance. Two experts in Educational Management and Policy and one in measurement and evaluation validated the research instrument. The reliability of the instrument was determined through a pilot-test. Copies of the questionnaire were administered on a sample of 30 teachers from three public secondary schools in Enugu State. The Cronbach Alpha technique was used to measure the internal consistency of the EUAERTJPQ which yielded coefficients ‘r’ value of 0.68, 0.60 and 0.64 for each of the three clusters, and an overall reliability ‘r’ value of 0.82. A total of 1,195 copies of the questionnaire were distributed to the teachers (respondents) by the researcher with the help of six research assistants. Data collected and collated were quantitatively analyzed using the descriptive statistics of aggregate mean and standard deviation. The decision rule for the items on each of the research questions was based on the premise that any statement with a mean score of 2.50 and above was accepted, while any one below 2.50 was rejected. The three null hypotheses were tested at 0.05 level of significance using t-test statistics. The decision rule was based upon that wherever p-value obtained or calculated value is greater than or equal to the alpha 0.05 level of significance, the null hypothesis –  $H_0$  is not rejected (accepted). On the other hand, a null hypothesis –  $H_0$  is rejected wherever an obtained or calculated p-value is less than the alpha 0.05 level of significance.

**Results**

**Research Question 1:** To what extent are the available physical plant resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

**Table 1: Mean Scores and SD of the Respondents Ratings on the Extent to which the Available Physical Plant Resources are Utilized for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State  
N= 1,195**

S/N	Items	Rural $\bar{X}$	Decision $\bar{X}$	Urban $\bar{X}$	Decision SD
1	Staff rooms with adequate ventilation are utilized by teachers for consultations and timely give feedback to students	2.22	0.98	<b>ME</b> 2.41	1.08 <b>ME</b>
2	Functional library stocked with up to date books are journals are utilized by teachers for their research consultations and private reading	1.96	0.94	<b>ME</b> 2.35	1.07 <b>ME</b>
3	Technical workshop are utilized by teachers to teach basic technology practical for skill acquisition	2.20	1.03	<b>ME</b> 2.31	1.08 <b>ME</b>
4	Workshop utilized by teachers in vocational subject areas like Home economics practical in order to support group task	1.96	0.92	<b>ME</b> 2.30	1.11 <b>ME</b>
5	Art studio used by teachers to conduct Fine and applied arts practical	1.55	0.70	<b>ME</b> 2.34	1.07 <b>ME</b>
6	Functional guidance and counseling unit are utilized by teachers for consultations and to support students academic growth	2.13	0.88	<b>ME</b> 2.27	1.10 <b>ME</b>

*Exetent of Educational Resources Utilization for Teacher Job Performance ...*

<b>S/N</b>	<b>Items</b>	<b>Rural <math>\bar{X}</math></b>	<b>Decision <math>\bar{X}</math></b>		<b>Urban <math>\bar{X}</math></b>	<b>Decision SD</b>	
7	Classrooms of 35-40 seating capacity with adequate space and ventilation are utilized by teachers to aid active teaching and students participation in class	2.66	1.02	<b>HE</b>	2.59	1.08	<b>HE</b>
8	Computer room are used for students practical during computer class	2.14	0.95	<b>ME</b>	2.44	1.06	<b>ME</b>
9	Football/Games field of (1.5 hectares) are utilized by teachers for outdoor games of students' learning	2.52	0.93	<b>HE</b>	2.51	1.08	<b>HE</b>
10	Farmland/Fish farm of (40m <sup>2</sup> ) are used for Agricultural science practical	2.26	1.03	<b>ME</b>	2.31	1.09	<b>ME</b>
11	Classroom furniture and fittings with cupboards/cabinets and shelves are utilized teachers to keep books and other materials in all the classrooms	1.64	0.87	<b>ME</b>	2.34	1.10	<b>ME</b>
12	Water supply/borehole are utilized by teachers for conveniences purposes in the school	1.72	0.88	<b>ME</b>	2.31	1.07	<b>ME</b>
13	Fire-fighting equipment installed in all laboratories and administrative office are used for protection during fire outbreak	1.56	0.66	<b>ME</b>	2.32	1.08	<b>ME</b>
14	Playground for recreational activities are used by teachers to support students' learning	1.58	0.67	<b>ME</b>	2.32	1.12	<b>ME</b>
15	Separate toilet facilities are utilized by male and females teacher in the school	2.14	1.06	<b>ME</b>	2.46	1.14	<b>ME</b>

S/N	Items	Rural $\bar{X}$	Decision $\bar{X}$		Urban $\bar{X}$	Decision $\bar{X}$	SD
16	Enough chairs and tables are utilized for teachers comfort in the classroom	1.96	1.04	<b>ME</b>	2.20	1.11	<b>ME</b>
17	Enough chairs and tables are utilized for students comfort and effective class control while teaching in the classroom	1.80	0.80	<b>ME</b>	2.38	1.12	<b>ME</b>
18	School bus is used by teachers as at when needed for excursions and field trips in order to expose reality of teachings in the classroom and support outdoor learning	1.76	0.88	<b>ME</b>	2.39	1.11	<b>ME</b>
19	Functional standby generator set are used for illuminating lighting into the classroom during presentations	1.68	0.80	<b>ME</b>	2.21	1.06	<b>ME</b>
20	Sports hall utilized by teachers for the indoor games	1.75	0.83	<b>ME</b>	2.31	1.09	<b>ME</b>
21	Physics laboratory are utilized by teachers to support students' physics practical	1.90	0.93	<b>ME</b>	2.37	1.10	<b>ME</b>
22	Chemistry laboratory are utilized by teachers to conduct chemistry practical	2.21	1.06	<b>ME</b>	2.32	1.1.0	<b>ME</b>
23	Biology laboratory used by teachers for biology practical	2.20	0.89	<b>ME</b>	2.46	1.08	<b>ME</b>
24	Integrated science laboratory are utilized by teachers to conduct integrated science practical	1.82	0.89	<b>ME</b>	2.39	1.07	<b>ME</b>
25	Language and music laboratory are used by teachers to conduct arts practical	1.27	0.60	<b>LE</b>	2.13	1.04	<b>ME</b>
26	First aid box available in each of the classrooms	2.12	0.99	<b>ME</b>	1.99	0.99	<b>ME</b>

*Exetent of Educational Resources Utilization for Teacher Job Performance ...*

S/N	Items	Rural $\bar{X}$	Decision $\bar{X}$	Urban $\bar{X}$	Decision SD
27	Electrical ceiling fans are functional always for students' comfort while teaching in the classroom	1.69	0.81	<b>ME</b> 2.05	1.01 <b>ME</b>
28	Nature corner space are used by teachers to display specimen, puppets and real object for students learning in the classroom	2.56	1.03	<b>HE</b> 2.23	1.03 <b>ME</b>
29	School typing pool used by teachers to promote students practical in vocational subjects, as well as for typing and printing documents during examination and test	2.44	1.10	<b>ME</b> 1.85	0.90 <b>ME</b>
<b>Mean of Means and Standard Deviation</b>		<b>1.97</b>	<b>0.90</b>	<b>ME 2.31</b>	<b>1.07 ME</b>

Analysis of the result in Table 1 shows from the mean ratings of the respondents (teachers) in the rural public secondary schools indicated that only items 7, 9 and 28 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 1 to 6, 8, 10 to 27 and 29 were rated below 2.50 in disagreement with the statements. Analysis of the result still in Table 1, as shown from the mean ratings of the respondents (teachers) in the urban public secondary schools indicated that only items only items 7 and 9 were rated above 2.50 in agreement with the statements. Items 1 to 6, 8 and 10 to 29, were rated below 2.50 in disagreement with these statements. The mean of means of rural and urban public secondary schools of 1.97 and 2.31 showed that respondents reacted negatively to majority of the items. The standard deviation of the rural and urban public secondary schools is 0.90 and 1.07, showing huge deviation in the scores. This result revealed that the available physical plant resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State.

**Research Question 2:** To what extent are the available printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

**Table 2: Mean Scores and SD of the Respondents Ratings on the Extent to which the Available Printed Resources are Utilized for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State  
N= 1,195**

S/N	Items	Rural		Decision	Urban		Decision
		$\bar{X}$	SD		$\bar{X}$	SD	
30	Curriculum is utilized to prepare the school programmes	2.92	0.89	<b>HE</b>	2.81	1.06	<b>HE</b>
31	Syllabus are utilized by teachers for day to day lesson plan preparations	2.80	0.96	<b>HE</b>	2.85	1.05	<b>HE</b>
32	Classroom register are utilized by teachers for students rolls in class	3.20	0.81	<b>HE</b>	3.31	0.70	<b>HE</b>
33	Educative wall charts are pasted by teachers on the walls in the classrooms to promote learning in different subject areas	1.67	0.86	<b>ME</b>	2.23	1.09	<b>ME</b>
34	Dictionary are utilized during instructional delivery to find meaning of some concepts and guide students' learning	2.21	1.03	<b>ME</b>	2.22	1.06	<b>ME</b>
35	Graphics for picture representation in teaching various subjects are displayed to support teaching	2.00	0.97	<b>ME</b>	2.41	1.12	<b>ME</b>
36	Maps are used during geography teaching to support students' learning	1.61	0.83	<b>ME</b>	2.37	1.05	<b>ME</b>
37	Work books are utilized by teachers in all subjects to give students assignment that will boost their cognitive and independent study	2.62	1.08	<b>HE</b>	2.58	1.06	<b>HE</b>
38	Current textbooks are frequently utilized by teachers to support their teaching in various subject areas	2.78	0.99	<b>HE</b>	2.51	1.05	<b>HE</b>
39	Posters and cartoons are used to support and display evidence of the lesson taught in the classrooms	1.89	1.05	<b>ME</b>	2.31	1.02	<b>ME</b>

*Extent of Educational Resources Utilization for Teacher Job Performance ...*

S/N	Items	Rural		Decision	Urban		Decision
		$\bar{X}$	SD		$\bar{X}$	SD	
40	Up-to-date textbooks in the library with wider coverage in all subjects are used by teachers to promote research and teaching in varying context	2.02	0.88	ME	2.12	1.03	ME
41	Pamphlets on past questions and answers available for different subjects	2.09	0.86	ME	2.41	1.09	ME
42	Drawing book for sketches and other drawings are utilized in introductory technology and creative arts subjects	2.08	0.85	ME	2.16	1.06	ME
<b>Mean of Means and Standard Deviation</b>		<b>2.30</b>	<b>0.93</b>	<b>ME</b>	<b>2.48</b>	<b>1.03</b>	<b>ME</b>

Analysis of the result in Table 2, as shown from the mean ratings of the respondents (teachers) in the rural and public secondary schools showed that teachers in the rural and urban areas share similar results. Results of the teachers in the rural and urban public secondary schools indicated that only items 30, 31, 32, 37 and 38 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 33, 34, 35, 36, 39, 40, 41 and 42 were rated below 2.50 in disagreement with the statements. The standard deviation of the rural and urban public secondary schools is 0.93 and 1.03, showing huge deviation in the scores. This result revealed that the available printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State.

**Research Question 3:** To what extent are the available non-printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?



**Table 3: Mean Scores and SD of the Respondents Ratings on the Extent to which the Available Non-Printed Resources are Utilized for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State  
N= 1,195**

S/N	Items	Rural		Decisio n	Urban		Decision
		$\bar{X}$	SD		$\bar{X}$	SD	
43	Laboratory tools and kits available for teaching physics practical	1.98	1.05	<b>ME</b>	2.38	1.12	<b>ME</b>
44	Laboratory tools and kits available for teaching chemistry practical	1.92	0.98	<b>ME</b>	2.25	1.09	<b>ME</b>
45	Laboratory tools and kits available for teaching biology practical	1.79	0.94	<b>ME</b>	2.29	1.03	<b>ME</b>
46	Workshop equipment available for teaching home economics practical	1.78	0.94	<b>ME</b>	2.21	1.06	<b>ME</b>
47	Workshop technical tools and kits provided for teaching basic technology practical	1.88	1.03	<b>ME</b>	2.07	1.03	<b>ME</b>
48	Computers available for practical and research	1.40	0.77	<b>LE</b>	2.22	1.06	<b>ME</b>
49	Television set available for teaching in different subjects	1.29	0.61	<b>LE</b>	1.73	0.81	<b>ME</b>
50	Radio set with tape recorder available for teaching in different subject	1.58	0.80	<b>ME</b>	1.86	1.01	<b>ME</b>
51	Public address system available in the classroom for presentations	1.33	0.60	<b>LE</b>	1.91	0.90	<b>ME</b>
52	Chalkboard/whiteboard installed on the wall in all the classrooms	2.28	1.00	<b>ME</b>	3.16	0.82	<b>HE</b>
53	Flannel boards installed on the side wall of each classroom	1.35	0.67	<b>ME</b>	1.92	0.88	<b>ME</b>
54	Internet facilities installed in the school for browsing and surfing of information from different websites	1.10	0.43	<b>LE</b>	1.57	0.81	<b>ME</b>

*Extent of Educational Resources Utilization for Teacher Job Performance ...*

S/N	Items	Rural		Decision	Urban		Decision
		X	SD		$\bar{X}$	SD	
55	Projectors available for teaching in different subjects	1.35	0.67	LE	1.88	1.02	ME
56	Models/dioramas available for display in teaching various subjects in the classrooms	1.10	0.43	LE	1.87	0.91	ME
57	Functional printers and scanners available to print documents in the administrative office	1.32	0.70	LE	1.99	1.04	ME
58	Functional photocopiers available for producing and duplicating materials in large quantities	1.29	0.64	LE	2.07	1.02	ME
59	Athletic facilities and sports equipment are utilized by teachers to aid practical exercises in physical and health education	1.45	0.75	LE	1.92	0.97	ME
<b>Mean of Means and Standard Deviation</b>		<b>1.54</b>	<b>0.77</b>	<b>ME</b>	<b>2.07</b>	<b>0.97</b>	<b>ME</b>

Analysis of the result presented in Table 3, as shown from the mean ratings of the respondents (teachers) in the rural public secondary schools indicated that all the items from 43 to 59 were rated below 2.50 in disagreement with the statements. Further analysis of the result in Table 3, as shown from the mean ratings of the respondents (teachers) in the urban public secondary schools indicated that only items only item 52 rated above 2.50 in agreement with the statements. All other items 43 to 51 and 53 to 59 were rated below 2.50 in disagreement with the statements. The mean of means of rural and urban public secondary schools of 1.54 and 2.07 showed that respondents reacted negatively to majority of the items. The standard deviation of the rural and urban public secondary schools is 0.77 and 0.97, showing huge deviation in the scores. The result revealed that the available non-printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State.

**H0<sub>1</sub>:** There is no significant difference in the mean ratings of teachers on the extent of utilization of the available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.

**Table 4:**  
**t-test Comparison of no Significant Difference in the Mean Ratings of Teachers on the Extent of Utilization of the Available Physical Plant Resources for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State**

Group	Sample Size	Mean	Standard Deviation	t-Cal.	Degree of Freedom	Std Error	p-value	Decision
Rural	409	30.24	12.76	-8.594	1193	.89851	.000	Significant Difference
Urban	786	37.96	15.67					

The result in Table 4 indicates that the calculated t-test value is -8.594 and a p-value .000 with degree of freedom (d.f) 1193 at 5% (0.05) level of significance. Since the p-value .000 is less than the alpha level ( $P < 0.05$ ), the null hypothesis is rejected. Thus, there is a significant difference in the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.

H0<sub>2</sub>: There is no significant difference in the mean ratings of teachers on the extent of utilization of the available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

**Table 5**  
**t-test Comparison of no Significant Difference in the Mean Ratings of Teachers on the Extent of Utilization of the Available Printed Resources for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State**

Group	Sample Size	Mean	Standard Deviation	t-Cal.	Degree of Freedom	Std Error	p-value	Decision
Rural	409	29.88	11.28	-3.194	1193	.75248	.001	Significant Difference
Urban	786	32.28	12.86					

The result in Table 5 indicates that the calculated t-test value is -3.194 and a p-value of .001 with degree of freedom (df) 1193 at 5% (0.05) level of significance. Since the p-value .001 is less than the alpha level ( $P < 0.05$ ), the tested null hypothesis is rejected. Thus, there is a significant difference in the mean ratings of teachers on the extent of utilization of available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

H0<sub>3</sub>: There is no significant difference in the mean ratings of teachers on the extent of utilization of the available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

**Table 6**  
**t-test Comparison of no Significant Difference in the Mean Ratings of Teachers on the Extent of Utilization of the Available Non-Printed Resources for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State**

Group	Sample Size	Mean	Standard Deviation	t-Cal.	Degree of Freedom	Std Error	p-value	Decision
Rural	409	26.52	12.39	-9.782	1193	.89686	.000	Significant Difference
Urban	786	35.29	15.78					

The result in Table 6 indicates that the calculated t-test value is -9.782 and a p-value of .000 with degree of freedom (df) 1193 at 5% (0.05) level of significance. Since the p-value .000 is less than the alpha level ( $P < 0.05$ ), the tested null hypothesis is therefore, rejected. Thus, there is a significant difference in the mean ratings of teachers on the extent of utilization of available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

### **Discussions**

Finding of the study discovered that the extent of teachers' utilization of the available physical plant resources for teacher job performance in the rural and urban secondary schools were to a moderate extent. This finding further indicated that in the rural public secondary schools in Anambra State, only classrooms of 35-40 seating capacity with adequate space and ventilation are utilized to a high extent by teachers to aid active teaching and students participation in class. Football/Games field of (1.5 hectares) are utilized to a high extent by teachers for outdoor games of students' learning. And nature corner spaces are used to a high extent by teachers to display specimen, puppets and real object for students learning in the classroom in the rural secondary schools. It was further found out that staff rooms with adequate ventilation are utilized to a moderate extent by teachers for consultations and timely give feedback to students. Functional library stocked with up to date books and journals are utilized to a moderate extent by teachers for their research consultations and private reading. Technical workshops are utilized to a moderate extent by teachers to teach basic technology practical for skill acquisition. Workshops are utilized to a moderate extent by teachers in vocational subject areas like Home economics practical in order to support group task. Art studio used by teachers to conduct Fine and applied arts practical; and functional guidance and counseling unit were utilized to a moderate extent by teachers for consultations and to support students' academic growth. Also, computer rooms are used to a moderate extent for students practical during computer class. Farmland/Fish farm of (40m<sup>2</sup>) are used to a moderate extent for Agricultural science practical.

Classroom furniture and fittings with cupboards /cabinets and shelves are utilized to a moderate extent by teachers to keep books and other materials in all the classrooms. Water supply/boreholes are utilized to a moderate extent by teachers for conveniences purposes in the school. Fire-fighting equipment installed in all laboratories and administrative offices are used for protection during fire outbreak. Playgrounds for recreational activities were used to a moderate extent by teachers to support students' learning. Separate toilet facilities are utilized to a moderate extent by male and female teachers in the schools. Chairs and tables are utilized to a moderate extent for teachers comfort in the classroom. Chairs and tables for students comfort and effective class control while teaching in the classroom are utilized to a moderate extent. School bus is used to a moderate extent by teachers as at when needed for excursions and field trips in order to expose reality of teachings in the classroom and support outdoor learning. Functional standby generator set are used to a moderate extent for illuminating lighting into the classroom during presentations. Sports hall are utilized to a moderate extent by teachers for the indoor games. Physics laboratory are utilized to a moderate extent by teachers to support students' physics practical. Chemistry laboratory are utilized to a moderate extent by teachers to conduct chemistry practical. Biology laboratory are used to a moderate extent by teachers for biology practical. Integrated science laboratory are utilized to a moderate extent by teachers to conduct integrated science practical. Language and music laboratory are used to a low extent by teachers to conduct arts practical. First aid box available in each of the classrooms are utilized to a moderate extent. Electrical ceiling fans were functional to a moderate extent to always for students' comfort while teaching in the classroom. School typing pools are used to a moderate extent by teachers to promote students practical in vocational subjects, as well as for typing and printing documents during examination and test. In the urban public secondary schools, it was found that only classrooms of 35-40 seating capacity with adequate space and ventilation, and football/Games field of (1.5 hectares) for outdoor games of students' learning, were utilized to a high extent by teachers in the urban public secondary schools in Anambra State. It was further found out that staff rooms with adequate ventilation, functional library stocked with up to date books and journals, technical workshops for skill acquisition and workshops for vocational subjects, were all utilized to a moderate extent by teachers. Art studios were utilized to a moderate extent by teachers. Computer rooms for students practical, farmland/Fish farm of (40m<sup>2</sup>) for Agricultural science practical, classroom furniture and fittings with cupboards /cabinets and shelves, water supply/boreholes for conveniences purposes in the school, fire-fighting equipment installed in all laboratories and administrative offices, playground, separate toilet facilities for male and female teachers in the schools, were all utilized to a moderate extent by teachers.

Chairs and tables for teachers and students comfort in the classroom were also utilized to a moderate extent. School bus for excursions and field trips,

functional standby generator set, sports halls for the indoor games, physics laboratory, chemistry laboratory, biology laboratory and integrated science laboratory, were all utilized to a moderate extent by teachers. It was also discovered that language and music laboratory, first aid box, functional electrical ceiling fans, nature corner space and school typing pools, were also utilized to a moderate extent by teachers in the urban secondary schools in Anambra State. The hypothetical test indicated that a **significant** difference was found between the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State. This finding concurs and equally is in line with Eze (2010) whose study reported that physical plant resources such as school building, library services and laboratories, among others as regards to teachers' utilization were lacking in the schools. This was the major factor that affected students' academic learning and teacher effectiveness in schools. Unavailability of school health services, school fence and provision of power supply were also important variables that affected students' achievement in the public secondary schools (Eze, 2010). Atieno (2014) also confirmed that physical plant facilities in the schools were overstretched and thus affected quality education in the schools. Whereby the physical plant resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, such situation will affect teacher job performance and has negative consequences on accomplishment of instructional task and students' academic achievements will be put in jeopardy in school.

Finding of the study also discovered that the extent of teachers' utilization of the available printed resources for teacher job performance in the rural and urban secondary schools were to a moderate extent. Both results of teachers in rural and urban secondary schools found that the same thing. The finding discovered that in both the rural and urban public secondary schools in Anambra State, the curriculum is utilized to a high extent by teachers to prepare the school programmes. Syllabuses are utilized to a high extent by teachers for day to day lesson plan preparations. Classroom registers are utilized to a high extent by teachers for students' rolls in class. Work books are utilized to a high extent by teachers in all subjects to give students assignment that will boost their cognitive and independent study. Current textbooks are frequently utilized to a high extent by teachers to support their teaching in various subject areas. The finding further reported that dictionaries are utilized to a moderate extent during instructional delivery to find meaning of some concepts and guide students' learning. Graphics for picture representation in teaching various subjects are displayed to a moderate extent in order to support teaching and maps are equally used to a moderate extent during geography teaching to support students' learning. Posters and cartoons are used to a moderate extent to support and display evidence of the lesson taught in the classrooms. Up-to-date textbooks in the library with wider coverage in all subjects are used to a moderate extent by teachers to promote research and teaching in

varying context. Pamphlets on past questions and answers available for different subjects are utilized to a moderate extent. Drawing book for sketches and other drawings are utilized to a moderate extent in introductory technology and creative arts subjects. The hypothetical test showed that a significant difference was found between the mean ratings of teachers on the extent of utilization of available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

This finding concurs and corresponds with Okoro (2006) whose study reported that the instructional materials available in schools were not adequate for instructions and students were not always exposed to the use of the available instructional materials during instructions. The finding of Adebule and Ayoola (2014) also confirmed that instructional materials were found in schools to an extent; however, teachers were not putting the materials into good use in teaching of some subjects. Stephen (2011) finding showed that there was low frequency in teachers' use of the available resource materials. Andambi and Kariuki (2013) reported that the most commonly available printed resources used for teaching were textbooks, charts, maps, teacher made materials and newspapers; however, teachers were not using them for teaching and learning. Whereby the printed resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, this situation will continually affect teacher job performance. This situation has negative consequences on instructional goal accomplishment and stands to jeopardize students' academic achievements in school. Maicibi (2003) confirmed that utilization of teaching and learning resources enhances the improvement of teachers' task and performance in schools as these are basic things that can bring about good academic performance in students. Kimeu, Tanui and Ronoh (2015) also observed that both teachers' and students' academic performances depended on teachers' utilization of printed resources. Finding of the study further discovered that the extent of teachers' utilization of the available non-printed resources for teacher job performance in the rural and urban secondary schools were to a moderate extent. The finding discovered that in the rural public secondary schools in Anambra State, laboratory tools and kits available for teaching physics, chemistry and biology practical, workshop equipment available for teaching home economics practical and workshop technical tools and kits provided for teaching basic technology practical, were all utilized to a moderate extent. Computers available for practical and research and television set available for teaching in different subjects, were both utilized to a low extent. Radio sets with tape recorder available for teaching in different subject were utilized to a moderate extent. Public address systems available in the classroom for presentations were utilized to a low extent. Chalkboard/whiteboard installed on the wall in all the classrooms and Flannel boards installed on the side wall of each classroom, were utilized to a moderate extent. Other non-printed resources such as: Internet facilities installed in the

school for browsing and surfing of information from different websites, projectors available for teaching in different subjects, models/dioramas available for display in teaching various subjects in the classrooms, functional printers and scanners available to print documents in the administrative office, functional photocopiers available for producing and duplicating materials in large quantities, athletic facilities and sports equipment are utilized by teachers to aid practical exercises in physical and health education, were all utilized to a low extent by teachers in the rural secondary schools. In the urban public secondary schools, it was found that chalkboard/whiteboard installed on the wall in all the classrooms were utilized by teachers to a high extent in the urban public secondary schools.

It was further found in the urban public secondary schools that laboratory tools and kits, workshop equipment, technical tools and kits, computers, television set, radio set, public address systems, flannel boards, Internet facilities, projectors, models/dioramas, functional printers and scanners, functional photocopiers, athletic facilities and sports equipment were all utilized by teachers to a moderate extent in the urban secondary schools. The hypothetical test showed that a significant difference was found between the mean ratings of teachers on the extent of utilization of available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State. This finding concurs and is in line with Kimeu, Tani and Ronoh (2015) whose study found that students' academic performance depended on use of non-printed teaching and learning materials like the chalkboard, laboratory apparatus and chemicals, among others, but teachers' were not making adequate use of them. Ntui and Udah (2015) found in secondary schools in Calabar, Cross Rivers State, Nigeria, that teachers' were not making use of the audio-visual materials in the schools. A significant difference was observed in the schools concerning teachers' utilization of non-printed resources. Andambi and Kariuki (2013) also confirmed that radio was the most commonly available non-printed resources in the schools, but teachers were not using them for teaching and learning. Whereby the non-printed resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, this situation will continually affect teacher job performance. This situation has negative consequences on instructional goal accomplishment and stands to jeopardize students' academic achievements in school. Ugwuanyi (2013) reported that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant non-printed materials and activities as well as concrete experiences – given through teacher job performance.

## **Conclusion**

Educational resources be it physical plant resources, printed resources or non-printed resources are very vital for effective teacher job performance. In Anambra State, most of these educational resources are moderately available and



utilized by teachers to a moderate extent for their job performance, while a huge number of these resources are unavailable to a high extent in both rural and urban secondary schools. Failure for secondary school teachers in the rural and urban areas to deliver their lessons effectively in the classroom has negative consequences on both schools' development and students' academic achievement. The situation in Anambra State calls for absolute redress in order to impact positively on teacher job performance through resource utilization, hence, the following recommendations made below

### **Recommendations**

1. The Anambra State government and PPSSC should constantly up-grade, audit and maintain the available physical plant resources in secondary schools in order to ensure that they are properly utilized for teacher job performance.
2. Secondary schools principals should ensure that they encourage teachers to utilize the available printed resources for their job performance in secondary schools. They should not only improvise the printed resources but also supervise teachers to ensure their effective utilization during instructional delivery in the classroom.
3. The principals' should also apply appropriate maintenance culture in order to protect the available non-printed resources for effective teacher job performance in secondary schools. Constant training and retraining should be given to teachers in order to improve utilization of the non-printed educational resources in the schools.

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# PRINCIPALS' MANAGEMENT STRATEGIES FOR ACHIEVING EDUCATIONAL OBJECTIVES IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA

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## **Abstract**

*This study examined principals' management strategies for achieving educational objectives in secondary schools in Delta State. Three research questions were raised to guide the study. The study adopted the descriptive survey research design. Population for the study entailed 7,533 teachers in 312 public secondary schools from 13 LGAs out of the 25 LGAs in Delta State. The sample size for the study comprised 377 teachers from 156 public secondary schools from 13 LGAs selected using the purposive sampling technique. The sample represented 5% (percent) of the teachers and 50% (percent) of secondary schools selected from 13 LGAs in Delta State. A 26-item questionnaire personally developed by the researcher and titled "Principals Management Strategies Questionnaire - (PMSQ)" served as instrument for data collection. The questionnaire was validated by three experts from the Faculty of Education, Delta State University, Abraka. A pilot-test was conducted through a single administration of the validated questionnaire on a sample of 20 teachers selected from 5 public secondary schools in Edo State in order to ascertain the reliability of the research instrument. After the pilot-test, data were collated and the score obtained were measured using Cronbach Alpha statistics which gave an overall internal consistency r-value of 0.73, showing that the questionnaire was reliable to collect the necessary data for the study. Data collated were analyzed using only mean scores for answering all the research questions. Findings of the study indicated among others that: the public secondary school principals did not efficiently and effectively employ all the management strategies investigated as regards to their instructional leadership strategies, decision making strategies and school facilities management strategies, in order to successfully achieve educational objectives in secondary schools in Delta State. From the findings of study, some recommendations were made and among such included that: the secondary school principals should employ effective instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. This can be actualized when the Post Primary Education Board (PPEB) organize retraining programmes that will expose them to effective instructional strategies which will enable them constantly supervise teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school; monitor teachers' use of adequate*

*instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training and development programmes that will improve their competences for effective achievement of instructional objectives in the classroom, among others for achievement of educational objectives.*

**Key words:** Principals, Management Strategies, Educational Objectives, Secondary Education

## **Introduction**

Principals are the chief custodian of all academic and extracurricular activities in the secondary schools. They are the administrative heads who are at the peak or helm of affairs in the school. According to Odumodu (2011), principals occupy a central position in management of secondary education in Nigeria as far as education of the child is concerned. Principals by virtue of their positions are the managers and their quality of managerial functions determine to a large extent their success or failure. Principals should provide teachers including other personnel in the school with the needed management supports to effectively function on their jobs. Again, the principals in the secondary schools control the day to day activities of the school for achievement of educational objectives. Secondary education which provides continuing education and training for students of primary school leavers has been set up with certain objectives. The Federal Republic of Nigeria (FRN, 2013:17) indicated the educational objectives of secondary education to include providing holders of basic certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; and develop and promote Nigerian languages, art and culture in the context of world's cultural heritage. Attainment or achievement of all these educational objectives lies with the principal who is the chief of administration and general overseer of all activities in the secondary schools.

The principals' in essence must carry out specific administrative functions or responsibilities which includes staff-personnel functions, students-personnel functions, financial management function, educational facilities management function and school-community relationship functions for achievement of educational objectives as identified by Akpakwu (2012), Chike-Okoli (2006) and Nwahaw (2011). In order to execute the administrative functions for achievement of the objectives of secondary education, the principals must apply certain management strategies. That is to say, principals should provide management supportive strategies that will improve other school personnel work quality and the

utilization of available professional and material resources for achieving educational objectives in secondary schools. Principals should further provide teachers with needed management supports to effectively function in their schools (Castler, 2010). In the same vein, Amadi (2013) opined that the school organization is made up of individuals with various needs and expectations. These different individuals come into the organization with different attitudes, interest, needs and values, which may run contrary to the organizational objectives. The attainment of the school organizational objectives (goals) therefore, depends on the ability of the school principals in coordinating and creating a conducive and harmonious atmosphere for the human and material resources therein, that is to say that the principal like any other administrator of an organization, upholds a process of continuously striving for the total enhancement of the organization's status. Thus, educational goal achievement in the school setting entails achievement of high academic performance of students, good administrative atmosphere, discipline, good conduct on the part of teachers and students alike, and students' development of practical skills (Amadi, 2013). Management entails the application and utilization of human and material resources in order to achieve organizational goals (Ogunu, 2000). It can also be described as the act of getting things done and a social process which has goals or objectives to achieve (Akpakwu, 2012). Management according to Ogbonnaya cited in Akpakwu (2012) has several meanings which include the guidance of or direction of people towards the attainment of organizational goals and objectives. It involves planning, organizing, coordinating, staffing, leading, directing and controlling of all the resources towards the achievement of goals and objectives. Given all the above definitions, management therefore involves, providing various modalities or setting strategies in order to put things into working order for achievement of educational goals and objectives. Principals' management strategies as defined by Onuma (2016) are provisions of enabling work environment for teachers, students and other staff members to render the needed services effectively in the school system. For Campbell (2007), management strategies in secondary school revolve around putting in place all enabling environment by the principals to foster teachers' morale and commitment and professional development.

Omemu (2017) stated that principals' management strategy is concerned with shaping an organization in the right path towards the achievement of its goals. Some of the management strategies of the principals include: planning strategy, organizing strategy, staff personnel strategy, coordinating strategy and decision making strategy. These management strategies are pertinent in the achievement of educational goals and objectives in secondary schools. Management strategy such as - establishing and communicating high expectations for students; developing clear behavioural rules and procedures and making these expectations for stakeholders, parents and community, engaging school and community wide commitment to establishing and maintaining appropriate students' behaviour in

school and at school sponsored events, encouraging teachers to handle all classroom discipline problems that they can, increasing visibility and informal involvement in everyday life of the school, increasing personal interactions with students by taking interest in their plans and activities and arranging for appropriate staff development activities (Omemu, 2017). Along the same line, Jefferson cited in Onuma (2016) affirmed that the provision of management support strategies to staff involve giving supportive instructional supervision, adequate welfare, rewards, in-service education programme as and when due. In addition, Akubue cited in Onuma (2016) also affirmed that management strategies has to do with providing for employees' welfare, professional growth, supportive supervision, giving rewards, counseling employees and organizational career planning. Put differently, it is the act of giving assistance, encouragement and stimulation to staff by principals to enhance their performance towards the achievement of the objectives of the school system. Imperatively, teachers in the school for example need supportive practices from their principals to be able to perform maximally. Provision of effective management strategies by school principals are essential towards building or improving teachers, students and other staff performances for achievement of educational objectives. To perform maximally, the principal must employ workable management strategies in order to get things done in the school. The present study therefore examined principals' management strategies from the angle of determining their instructional leadership strategies, decision making and school facilities management strategies for achieving educational objectives in secondary schools in Delta State. Although, there are other management strategies which the principal can employ for achieving the objectives of secondary education in Delta State as identified by scholars like Omemu (2017) and others, the present study is on the three aforementioned management strategies.

Principals' instructional leadership strategies have to do with their ability to help formulate curriculum objectives, determine curriculum contents, provide materials, resources and equipment for the instructional programmes, supervise and evaluate instructions, promote quality instruction by ensuring consistency and coordination of instructional programmes, monitoring students progress by using the curriculum criteria, provide constant in-service education for instructional personnel, proper keeping of school's instructional records, institute policy and procedures for dealing with teachers and students' instructional matters, ensuring teachers' and students' safety during instructions and ensuring that students' receive proper teaching, among others (Akpakwu, 2012; Wakarindi, 2013). Oraemesi cited in Ihebereme (2012:43) opined that "supervision promotes the professional growth of teachers". In other words, supervision ensures quality control through regular and continuous monitoring of instruction and other educational services (FRN, 2004:56c). Providing effective management strategies in relation to instructional leadership is not only generic but also enables workers to put in their best to identify themselves with the goals and objectives of the school



system. Principals' decision making strategy according to Akpakwu (2012) is the process of selecting a course of action that will solve a problem. Decisions must be made whenever the principal is confronted with a problem from time to time in the course of managing the institutions in order to achieve educational objectives. Different areas in which principals take decisions could be in the aspects of performing his functions like staffing, coordinating resources and planning educational programmes, among others. Above all, the principal is expected to apply certain steps in decision making before implementation which includes defining the problem by determining the nature of the problem, collecting relevant data to know the root cause of the problem, identifying the available resources as well as any constraints to the educational establishment which might make the solution feasible, set feasible alternative courses of action to be taken in response to the problem, evaluate each alternative, choose among the set of alternative decisions, implement the decision and finally learn from the feedback of the implemented decision (Akpakwu, 2012). Principals' school facilities management strategies include the manner in which they manage school facilities in the school. This includes their ability to make provision for facilities in the school such as furniture, chairs and tables, funds, instructional materials and teaching aids, among others. It does not stop at only providing facilities but the principals' ability to apply effective maintenance strategies like the emergency, regular and planned or preventive strategies in managing school facilities. It is however the duty of the principal to provide conducive environment for teaching and learning and provide adequate care of the school plant facilities (Akpakwu, 2012).

All the above principals management strategies put together encourage personnel in the school to be better equipped for effective service delivery, high performance and productivity and achievement of educational objectives. The presence of principals' management strategies or its absence in schools therefore, invariably affects members of the staff performance, commitment, task accomplishment and productivity which influence the achievement of educational objectives in secondary schools. Crisis in the school system may be attributed to poor and inadequate management strategies offered by school principals in secondary school in Nigeria. The problems that face schools are partly blamed on absence or non-functional support on the part of school leadership for school personnel's high performances and productiveness in order to accomplish educational objectives, the study thus posit to find out principals' management strategies for achieving educational objectives in secondary schools in Delta State.

### **Statement of the Problem**

Principals in the secondary schools are administrative heads that control the day to day activities of the schools. Their responsibilities include management of both human and material resources including maintaining an enabling environment and positive atmosphere in the school in order to achieve educational goals. Given

all these principals managerial responsibilities, in Delta State secondary schools, there have been evidences and reported cases of problems such as increased rate of indiscipline among teachers and students, examination malpractices, teachers' inefficiency and ineffectiveness, poor maintenance of school infrastructure, truancy and immoral acts or behaviours, poor quality of teaching and learning, and so on. All these problems seem to create a gap that needs to be filled by the present study, and also raise doubt from the researcher and other education stakeholders in Delta State, to question the management of these secondary schools. Does it mean that the principals do not employ effective instructional leadership, decision making and school facilities management strategies in order to achieve educational goals and objectives, or are these strategies obsolete in order to achieve educational objectives? The need to investigate principals' management strategies for achieving educational objectives in secondary schools in order to fill education gap has necessitated the present study. Therefore, the problem that is put forward in a question form is; what are the principals' instructional leadership, decision making and school facilities management strategies for achieving educational objectives in secondary schools in Delta State?

### **Purpose of the Study**

The purpose of the study was to find out principals' management strategies for achieving educational objectives in secondary schools in Delta State. Specifically, the study ascertained:

1. Principals' instructional leadership strategies for achieving educational objectives in secondary schools in Delta State.
2. Principals' decision making strategies for achieving educational objectives in secondary schools in Delta State.
3. Principals' school facilities management strategies for achieving educational objectives in secondary schools in Delta State.

### **Research Questions**

The following research questions were raised to guide the study:

1. What are the principals' instructional leadership strategies for achieving educational objectives in secondary schools in Delta State?
2. What are the principals' decision making strategies for achieving educational objectives in secondary schools in Delta State?
3. What are the principals' school facilities management strategies for achieving educational objectives in secondary schools in Delta State?

### **Methods**

The study adopted the descriptive survey research design. This design was used to enable the researcher conduct a field investigation using a questionnaire to collect information from a selected sample from the population of teachers understudied. Adoption of this design was to enable the researcher conduct an investigation on principals' management strategies for achieving educational

objectives in secondary schools in Delta State and thereafter draw generalization and conclusion from the findings. Population for the study was 7,533 teachers in 312 public secondary schools from 13 LGAs out of the 25 LGAs in Delta State. Moreover, in Delta State, there are a total of 13, 286 teachers in 448 secondary schools within 25 LGAs that make up the State (Source: IT Unit in Planning, Research and Statistics Department, Delta State Post Primary Education Board, PPEB, 2019). The essence for selecting teachers as population for the study is as a result that teachers have direct contact with the principals and they are in the better position to point out the management strategies employed by the principals' for achieving educational objectives in the schools. The sample size for the study comprised 377 teachers from 156 public secondary schools within 13 LGAs selected using the purposive sampling technique. The sample represented 5% (percent) of the teachers and 50% (percent) of secondary schools selected from 13 LGAs in Delta State. The essence of sampling this number of teachers was to enable the researcher select a sizeable number of teachers for the study given their large population. A 26-item questionnaire personally developed by the researcher and titled "Principals Management Strategies Questionnaire - (PMSQ)" served as instrument for data collection. Construction of the questionnaire was guided by the purpose of the study and research questions. The items were arranged in three clusters and structured on a 4-point scale weighted as follows: Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) - 1 in order to answer the research questions.

The questionnaire was validated by three experts from the Faculty of Education, Delta State University, Abraka. Two of the experts were from Educational Administration and Policy Studies Department and one expert from measurement and evaluation, Delta State University, Abraka. Both the face and content validity of the instrument was established by these experts. Corrections made by these experts on the research instrument were incorporated before the final production. A pilot-test was conducted through a single administration of the validated questionnaire on a sample of 20 teachers selected from 5 public secondary schools in Edo State, in order to ascertain the reliability of the research instrument. After the pilot-test, data were collated and the score obtained were measured using Cronbach Alpha statistics which gave an overall internal consistency r-value of 0.73, showing that the questionnaire was reliable to collect the necessary data for the study. Administration of the questionnaire to respondents involved a face to face, personal contact. The researcher sought the permission of the principals before communicating to the teachers concerning the study. Three research assistants who were trained on how to administer the questionnaire assisted the researcher in the distribution of the questionnaire. It took both the researcher and the research assistants a period of two weeks to distribute the entire questionnaire. A total of 377 copies of the questionnaire were distributed and all of them were retrieved at a 100% rate of return. Data gathered and collated were

analyzed using mean scores for answering the research questions. The benchmark for taking decision on each item on the research instrument was rated at 2.50. As regards, any mean score which rated at 2.50 and above was accepted as agreeing to the statement, while any mean score which rated below 2.50 was accepted as disagreeing to the statements.

## Results

**Table 1: Principals' Instructional Leadership Strategies for Achieving Educational Objectives in Secondary Schools in Delta State**  
N = 377 teachers

S/N	Please indicate instructional leadership strategies employed by the principal for achieving educational objectives in your school. The principal	Mean Scores	Decisions
1.	constantly supervises teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school	2.45	<b>Disagree</b>
2.	monitors teachers' use of adequate instructional materials to improve students' learning	2.33	<b>Disagree</b>
3.	encourages or creates opportunities for all staff to actively participate in professional training/development programmes that will improve their competences for effective achievement of instructional objectives in the classroom	2.22	<b>Disagree</b>
4.	establishes effective communication channels in order to improve teachers' work for educational goal achievement	2.05	<b>Disagree</b>
5.	encourages teachers collaborations or team work to achieve instructional goals in school	2.51	<b>Agree</b>
6.	constantly organizes training for incompetent teachers to become effective in the classroom so as to achieve educational goals	2.13	<b>Disagree</b>
7.	supports teachers through adequate motivation such as use of incentives or rewards or other means as a way of improving quality instructional services in the school	1.89	<b>Disagree</b>
8.	holds staff meetings regularly in order to solve teachers instructional problems	2.01	<b>Disagree</b>
9.	consistently organizes orientation and induction training for newly employed staff to boost their productivity for positive instructional outcome	2.12	<b>Disagree</b>
10.	effectively delegates duties to competent staff for achievement of school goals	2.62	<b>Agree</b>
11.	guides teachers towards possessing sound knowledge that leads to achieving the curriculum objectives in the school	2.11	<b>Disagree</b>
	<b>Grand Mean Score</b>	<b>2.22</b>	<b>Disagree</b>

Analysis in Table 1 shows that only items 5 and 10 of the teachers' responses rated above the accepted mean score benchmark of 2.50 in agreement with the statements. All other items 1 to 4, 6 to 9 and 11 of the teachers' responses rated below the accepted mean score benchmark of 2.50 in disagreement with the statements. The grand mean score of the teachers' responses of 2.22 indicated

majority of the teachers' disagreement as regards to their principals' instructional leadership strategies for achieving educational objectives in secondary schools in Delta State.

**Table 2: Principals' Decision Making Strategies for Achieving Educational Objectives in Secondary Schools in Delta State** N = 377 teachers

S/N	Please indicate decision making strategies employed by the principal for achieving educational objectives in your school	Mean scores	Decisions
	The principal:		
12.	makes certain decisions concerning instructions without considering the consequences or other possible alternatives	2.78	<b>Agree</b>
13.	takes decisive instructional decisions without procrastination	2.13	<b>Disagree</b>
14.	is reflexive in making quick decisions without taking time to gather all the necessary information that may be needed	2.56	<b>Agree</b>
15.	makes decisions concerning teachers' instructional delivery without teachers or important stakeholders contributions	2.72	<b>Agree</b>
16.	is slow in making decisions which makes the instructional problem linger for a long time unresolved	2.01	<b>Disagree</b>
17.	takes plenty of time to make decisions concerning curriculum matters by analyzing several alternatives for achievement of educational goals	2.43	<b>Disagree</b>
18.	plans all educational programmes in the school together with the teachers for achievement of educational goals	2.31	<b>Disagree</b>
19.	is consistent in taking certain decisions on instructional matters in the school	2.10	<b>Disagree</b>
	<b>Grand Mean Score</b>	<b>2.38</b>	<b>Disagree</b>

Analysis in Table 2 shows that only items 12, 14 and 15 of the teachers' responses rated above the accepted mean score benchmark of 2.50 in agreement with the statements. All other items 13 and 16 to 19 of the teachers' responses rated below the accepted mean score benchmark of 2.50 in disagreement with the statements. The grand mean score of the teachers' responses of 2.38 indicated majority of the teachers' disagreement as regards to their principals' decision making strategies for achieving educational objectives in secondary schools in Delta State.

**Table 3: Principals' School Facilities Management Strategies for Achieving Educational Objectives in Secondary Schools in Delta State**

N = 377 teachers

S/N	Please indicate school facilities management strategies employed by the principal for achieving educational objectives in your school	Mean Scores	Decision
20.	The principal: provides adequate educational resources for teachers to accomplish their teaching task	1.11	<b>Disagree</b>
21.	provides effective preventive means or maintenance culture in managing facilities in the school to boost teachers teaching efficiency	1.72	<b>Disagree</b>
22.	manages learning facilities in the school periodically as the need arises	2.68	<b>Agree</b>
23.	applies effective emergency approach towards repairing educational facilities or resources in order to aid the achievement of educational goals	2.34	<b>Disagree</b>
24.	constantly go round the school to ensure that the school buildings, classrooms, learning facilities, furniture or equipment are in good shape to promote teaching-learning	2.11	<b>Disagree</b>
25.	provides sufficient safety and maintenance mechanisms	2.44	<b>Disagree</b>
26.	ensures that facilities in the school are in good conditions to provide all the necessary quality services for attainment of educational objectives in school	2.47	<b>Disagree</b>
	<b>Grand Mean Score</b>	2.12	<b>Disagree</b>

Analysis in Table 3 shows that only item 22 of the teachers' responses rated above the accepted mean score benchmark of 2.50 in agreement with the statement. All other items 20 to 21 and 23 to 26 of the teachers' responses rated below the accepted mean score benchmark of 2.50 in disagreement with the statements. The grand mean score of the teachers' responses of 2.12 indicated majority of the teachers' disagreement as regards to their principals' school facilities management strategies for achieving educational objectives in secondary schools in Delta State.

### **Discussion**

One of the findings of the study discovered that the principals' did not employ effective instructional leadership strategies for achieving educational

objectives in secondary schools in Delta State. The only aspect where the principals' employed adequate instructional leadership strategies were in the aspects of encouraging teachers collaborations or team work to achieve instructional goals in school; and in effectively delegating duties to competent staff for achievement of school goals. However, the principals' were found wanting not to have employed sufficient instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. This includes that the principals did not constantly supervise teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school. They did not monitor teachers' use of adequate instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training or development programmes that would improve their competences for effective achievement of instructional objectives in the classroom. Other strategies which the principals did not effectively employ were in the areas of: establishing effective communication channels in order to improve teachers' work for educational goal achievement; constantly organizing training for incompetent teachers to become effective in the classroom so as to achieve educational goals; supporting teachers through adequate motivation such as use of incentives or rewards or other means as a way of improving quality instructional services in the school; holding staff meetings regularly in order to solve teachers' instructional problems; consistency in organizing orientation and induction training for newly employed staff to boost their productivity for positive instructional outcome; and guiding teachers towards possessing sound knowledge that leads to achieving the curriculum objectives in the school. This finding does not corroborate with Akpakwu (2012) who reported that the principals' instructional leadership strategies have to do with their ability to help formulate curriculum objectives, determine curriculum contents, provide materials, resources and equipment for the instructional programmes, supervise and evaluate instructions, promote quality instruction by ensuring consistency and coordination of instructional programmes, monitoring students' progress by using the curriculum criteria, provide constant in-service education for instructional personnel, proper keeping of school's instructional records, institute policy and procedures for dealing with teachers and students' instructional matters, ensuring teachers' and students' safety during instructions, ensuring that students' receive proper teaching, among others. Onuma (2016) discovered that principals' provision of supervision, motivation, professional growth, and welfare for teachers and factors that affect teachers' performance during instructional delivery in secondary schools in Nigeria are part of their leadership instructional roles. The implications for these areas of emphasis justify the fact that in supportive supervision, the principal as internal supervisor leads the teacher (supervisee) to think along new ideas and improved ways of doing things. School principals'

instruction is expected to possess a predisposition to change and must constantly promote improvement.

Wakarindi (2013) confirmed that the principal in carrying out his instructional leadership roles in the school should first develop people by creating an enabling environment for teachers and other staff to do their jobs effectively, offering intellectual support and stimulation to improve the work, and providing models of practice and support. The second is setting directions for the organizational developing shared goals, monitoring organizational performance and promoting effective communication. Lastly is redesigning the organization such as creating a productive school culture, modifying organizational structures that undermine the work, and building collaborative processes. All the above create an enabling environment in the schools which has huge impact on teacher's morale and job satisfaction and thus their classroom performance for achievement of educational objectives. However, if the secondary school principals should efficiently and effectively employ the instructional leadership strategies, this will lead them to successfully achieve educational objectives in secondary schools in Delta State.

It was also discovered through the findings of the study that the principals' did not employ effective decision making strategies for achieving educational objectives in secondary schools in Delta State. Areas where the principals were found wanting or lacking in their decision making strategies were that the principals made certain decisions concerning instructions without considering the consequences or other possible alternatives; and they were reflexive in making quick decisions without taking time to gather all the necessary information that may be needed. The principals made decisions concerning teachers' instructional delivery without teachers or important stakeholders' contributions; and they did not take time to make decisions concerning curriculum matters by analyzing several alternatives for the achievement of educational goals. It was further discovered that the principals did not plan all educational programmes in the school together with the teachers for achievement of educational goals and were not consistent in taking certain decisions on instructional matters in the school. This finding does not concur with Akpakwu (2012) who discovered that the principal is expected to apply certain strategies in taking decisions which include the reflexive strategy, reflective strategy and consistent strategy in order to accomplish school goals and objectives. If the secondary school principals employ efficient and effective decision making strategies, it will lead them to successful achieve educational objectives in secondary schools in Delta State.

Lastly, one of the findings indicated that the principal did not efficiently employ facilities management strategies for achieving educational objectives in secondary schools in Delta State. This includes the fact that the principals did not provide adequate educational resources for teachers to accomplish their teaching task; they did not provide effective preventive means or



maintenance culture in managing facilities in the school to boost teachers teaching efficiency; and they also did not apply effective emergency approach towards repairing educational facilities or resources in order to aid the achievement of educational goals. It was further discovered that the principals did not constantly go round the school to ensure that the school buildings, classrooms, learning facilities, furniture or equipment are in good shape to promote teaching and learning; they did not provide sufficient safety and maintenance mechanisms for school facilities to operate at the desired level of efficiency that will lead to achievement of educational objectives; and ensure that facilities in the school were in good conditions to provide all the necessary quality services for attainment of educational objectives in school. However, it was found that the principals only manage the learning facilities in the school periodically as the need arises. This finding concurs with Onuma (2016) who stated that schools' lack most of the resources which could have been attributed to the leadership managerial strategies. Gwaro and Gortha cited in Onuma (2016) confirmed that the absence of enabling work environment and organizational climate to support teachers' performance were as a result of inadequacies of facilities which sometimes result in crisis. Therefore, where the principals fail to employ effective school facilities management strategies, it will definitely impact negatively on the teaching and learning processes which make it difficult to successfully achieve educational objectives in secondary schools in Delta State.

### **Conclusion**

Principals are the administrative heads and chief executives of the secondary schools that are charged with the responsibilities of managing the daily activities of the school. Their executive functions or roles include staff management functions, student management functions, school-community management functions, among others. In order to successfully execute these management functions for achievement of educational objectives, the principals need to employ effective strategies. However, the study submits from the findings that the public secondary school principals did not efficiently and effectively employ all the management strategies investigated as regards to their instructional leadership strategies, decision making strategies and school facilities management strategies, in order to successfully achieve educational objectives in secondary schools in Delta State. The failure of the public secondary school principals to employ effective management strategies jeopardized all their academic efforts towards achieving educational objectives in the schools. Based on this premise, recommendations were made.

### **Recommendations**

Based on the findings of the study, the following recommendations have been proffered:

1. The secondary school principals' should employ effective instructional leadership strategies for achieving educational objectives in secondary schools in Delta State. This can be actualized when the Post Primary Education Board (PPEB) organizes retraining programmes that will expose them to effective instructional strategies which will enable them constantly supervise teachers' classroom instructional delivery coupled with students' learning progress and assessment in the school; monitor teachers' use of adequate instructional materials to improve students' learning and encourage or create opportunities for all staff to actively participate in professional training or development programmes that will improve their competences for effective achievement of instructional objectives in the classroom, for achievement of educational objectives.
2. The secondary school principals should employ effective decision making strategies for achieving educational objectives in secondary schools in Delta State. The Government in collaboration with the PPEB should expose principals to training programmes that will improve their decision making capabilities.
3. The secondary school principals should employ effective preventive maintenance culture in managing facilities in the school to boost teachers teaching efficiency. They should apply effective emergency approach towards repairing educational facilities or resources for achievement of educational goals. The principals should ensure that they constantly go round the school to ensure that the school buildings, classrooms, learning facilities, furniture or equipment are in good shape to promote teaching and learning; and provide sufficient safety and maintenance mechanisms in order to ensure that the school facilities operate at the desired level of efficiency for achievement of educational objectives.

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# PROVISION OF HEALTH FACILITIES FOR PROMOTING HEALTHY CHILD-FRIENDLY SCHOOL ENVIRONMENT IN PRIMARY SCHOOLS IN DELTA STATE, NIGERIA

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## **Abstract**

*This study is an investigation of the provision of health facilities for promoting a healthy child friendly school environment in primary schools in Delta State. Four research questions guided the study. The descriptive survey research design was employed in the study. The population comprised all the 1,132 primary school head teachers in the public primary schools in Delta State. Sample of the study consisted 566 public primary school head teachers drawn from the entire head teachers at 50% using the proportionate stratified random sampling technique. Instrument for data collection was a questionnaire personally developed by the researchers, titled: "Healthy Child Friendly School Environment Questionnaire (HCFSEQ)" containing 31 items. The research instrument was validated by three experts in Educational Management and Policy Department and the reliability of the instrument was ascertained through a pilot-test by sampling 20 head teachers from 20 public primary schools in Anambra State. Data collected were analyzed using mean scores and standard deviation to answer the research questions. The findings of this study revealed among others that there were no adequate provisions for school health facilities as regards to the provisions of school clinics, sanitary, sports and recreational health facilities for promoting a healthy child friendly school environment in primary schools in Delta State. From the findings of the study, recommendations were also proffered and among them include that: Delta State Government in collaboration with the Delta State Universal Basic Education (DSUBE) should make adequate provision for health facilities like school clinics, sanitary, sports and recreational health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.*

**Keywords:** Provision, Promoting, Healthy, Child, Friendly, School, Environment, Primary Schools, Health Facilities

## **Introduction**

In the past, the focus has been on promoting children's academic performances in the primary schools in Nigeria and Delta State inclusive. Attention has been paid on children academic achievement and excellence without giving much

consideration to children's health needs and services in the primary schools. Many of the teachers and head teachers in Delta State pay attention to only the teaching and learning activities in the primary schools without giving preferences to children's health conditions and needs. Education on the other hand is encompassing which develops children personality to the fullest for their effectiveness in the society and full participation in socio-economic development of the country. Given the basic responsibilities and goals of the primary education system to develop and inculcate great potentials into the learners, it is therefore, important the children health needs and safety are taken into considerations. Good health they say breeds sustainable development in the society and when our children or young ones and youth are in sound health, then can education impact positively in their lives. Without good health, the child will be weak to carry out any education task given to him or her in the school. Supporting this statement, Flatcher and DO (2011) stressed that health is usually something hidden, which only comes to the fore when it is not given. When one is sick, the loss of health is evident. For this reasons, the primary education system and schools should make provisions for adequate health facilities in order to promote a healthy child-friendly school environment. Health can be described as a condition or quality of the human organism expressing the adequate functioning of the organism in given conditions, genetic or environmental (Rai, 2016).

Rai (2016) further described health as an "absence of disease" which relatively implies the absence of pain and discomfort and a continuous adaptation and adjustment to the environment to ensure optimal function. Health is a sound mind in a sound body, in a sound family, in a sound environment. All sectors of society like agriculture, animal husbandry, food, industry, education, housing, public works, communication and other sectors have an effect on health (Rai, 2016). Health as defined in the Constitution of the World Health Organization (WHO, 1948) as cited by Svalastog, Donev, Kristoffersen and Gajović (2017) is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. This definition of WHO looks at health from the angle of physical, mental health and social welfare of individuals which are integral components of the overall health. From the above definitions, it can be deduced that health is something which goes beyond physical considerations which can be viewed in its psycho-somatic entirety. Health is not limited to the person as an individual, but is also expressed in the person's relationship with the surrounding world. Health is more than absence of diseases and it is understood in terms of (subjectively-experienced) well-being. Therefore, being healthy is a total state of being completely sound in good or positive health conditions. The state of positive health implies the notion of perfect functioning of the body and mind which includes three aspects of biological, psychological and social wellbeing of an individual (Rai, 2016). A healthy child friendly school environment therefore can be described as an environment that ensures and caters for the health and safety

needs of the child so as to enable the child develop his potentials and personality to the fullest. A healthy child friendly school environment as indicated by the United Nations International Children's Emergency Funds (UNICEF, 2012) includes learning environment that ensures a healthy, hygienic, and safe learning environment, with adequate water and sanitation facilities and healthy classrooms, healthy policies and practices (e.g., a school free of drugs, corporal punishment, and harassment), and the provision of health services such as nutritional supplementation and counseling; provides life skills-based health education; promotes both the physical and the psycho-socio-emotional health of teachers and learners, helps to defend and protect all children from abuse and harm; and provides positive experiences for children. Besides child friendly schools are schools aimed to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs. In such schools all aspects of the physical, mental, social, emotional and vocational life of cycle children are regarded and highly developed.

A child-friendly school should provide high quality education, and the learning processes have to be appropriate for every child's level of development, learning style, and abilities. The learning methods have to be cooperative, active, and democratic. Such schools are inclusive, healthy and protective for all children. A healthy child friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. The school environment is therefore broadly characterized by its personnel, facilities, classrooms, school-based health supports and disciplinary policies and practices. It sets the stage for the external factors that affect students. All these must be well attended to in order to build a healthy child friendly school. A healthy child friendly school (CFS) environment must therefore, work in the best interest of the child by providing adequate health facilities for children in the school. The aim of healthy child friendly school environment is the provision of safe and inclusive learning, working and living conditions that optimize the organization of day to day experiences which influence the emotional, physical and social health of learners as well as other members of the school community so that maximum benefit from education can be achieved. A child friendly healthy school environment provides safe and healthy physical and aesthetic surroundings and a sound psychosocial climate and culture that are conducive for learning (Federal Ministry of Education - FME, 2006).

One of the key principles of the child friendly school as highlighted by Çobanoğlu, Ayvaz-Tuncel and Ordu (2018) is to provide a safe, healthy and protective environment away from violence, injury, abuse and neglect while guaranteeing that the discipline practices at school are for the sake of the child. Moreover, children should be able to reach best possible health care services. This kind of learning environment promotes the physical and psychological health of all

children. A healthy child friendly school environment depicts a conducive learning environment with adequate health facilities or basic amenities like bore holes and water points, sickbay or clinics within the school, well equipped First Aid box, adequate toilet facilities and toiletries, scale for monitoring growth, sports equipment and recreational facilities, good cafeteria or food vendors, among others, which are basic necessities provided for healthy living in the school environment. The Federal Government in response to solve the problems associated with children's health challenges and needs through the promotion of a healthy school environment; a National School Health Policy (NSHP) was established. According to the Federal Ministry of Education (FME, 2006), the goals of the NSHP are to enhance the quality of health in the school community and to create an enabling environment for inter-sectoral partnership in the promotion of child friendly school environment for teaching, learning, and health development. This will involve the development of appropriate preventive and curative services for school children and school personnel, the improvement of environmental sanitation, and the promotion of health education in all schools. The NSHP is currently implemented in primary and secondary schools in the country by instituting School Health Programme (SHP).

School Health Programme is defined as the totality of projects and activities in a school environment, which are designed to protect and promote the health and development of the school community. The objectives of the SHP are to obtain a rapid and sustained improvement in the health of school children, to ensure that children from preschool age to adolescence are in optimum health at all times so that they can attain their physical and intellectual potential, as well as to receive maximal moral and emotional benefits from health providers, teachers, and the school environment (Federal Ministry of Education - FME, 2006). Furthermore, to ensure that the Nigerian schools comply with the National Health Policy, the Federal Republic of Nigeria (2013) under section 8 of the National Policy on Education (NPE) mandated school administrators and proprietors to provide health facilities and services for their institutions. However, health and other nutritional services that shall be made available in the Nigerian schools to solve the health challenges of children in school coupled with promoting effective health practices and maintain good health culture in schools include; provision of school meals and incentives, school garden, sickbay/school health clinics within the school or a cluster of schools in the community, child friendly facilities (separate toilets for male and female), water points within the school compound for health and sanitation activities, well equipped First Aid Box for emergency care, scale for monitoring growth, and sports and recreational facilities (FRN, 2013).

All these services if well attended to and provided in the school sought to promote a child-friendly school environment. With the poor conditions of many primary schools in Delta State which has deteriorated to a point where the primary school pupils health are endangered, this situation in Delta State has therefore

warranted the researchers to conduct the present study in order to showcase the need for the provision of health facilities for promoting healthy child friendly school environment in primary schools. Although, previous researchers have conducted studies on either child friendly school environment or school health programme, all these study have their own mix and findings. Citing instances, Ekenedo and Ekechukwu (2015) observed in their study the gaps in the implementation of the SHP which was attributed to quite a number of factors including lack of commitment on the part of government and inadequacies in facility provisions. Also, Statistics from the national study of the school health system in Nigeria by Federal Ministry of Health and Federal Ministry of Education in collaboration with World health Organization in 2003 (FME, 2006) showed that as regards to health facilities, most of the schools had good ventilation (94%), and more than two-thirds had satisfactory doors, window and adequate light. About three quarters of schools assessed had recreation facility, one-quarter had ventilated pit latrine, 46% had pipe-borne water or bore hole and 67% were reported to be clean. With regards to school health services, 14% of head teachers indicated that pre-medical examination was mandatory in their school, food handlers were screened only in 17 % of schools and four-fifth of schools had first aid box. Of the schools studied, 17% had school nurses, 6% have linkages with government-designated school clinics, and 29% had social welfare services provided mainly by community-based organization.

Ofovwe and Ofili (2007) assessed the knowledge, attitude and practice of school health programme among head teachers of primary schools in Egor local government area of Edo state, Nigeria. They found that none of the head teachers had adequate knowledge of SHP. Overall 27.7% of the schools had no toilet facility, 33.3% had pit latrine while 40.0% had water closet. Only 25.6% had hand washing facilities. Regarding health services, 51.0% of private schools compared to 27.6% of public schools perform medical inspection of the pupils. Similarly 39.4% private compared to 3.4% public schools had sick bay ( $\chi^2 = 11.11$ ;  $p < 0.05$ ). A total of 16.5% of the schools undertake medical screening of food handlers/vendors, while 20.2% private compared to 3.4% public schools screen food handlers/vendors ( $\chi^2 = 4.47$ ;  $p < 0.05$ ). They concluded that the poor status of SHP in Nigeria may be attributed to failure of policy enunciation, poor primary health care base and lack of supervision.

A similar study carried out by Ademokun, Osungbade and Obembe (2012) six years after the policy came into being, and recently by Oyinlade, Ogunkunle and Olanrewaju (2014) whose studies did not show much improvement in the situation. They discovered that implementation of SHP was poor, most especially in the areas of school health services and healthful school environment. According to Duran-Narucki (2008), in a study on student assessment of the condition of school sanitation facilities in New York, revealed that the condition of school sanitation facilities determine students' academic success and school attendants.



Thus, most parents often withdraw their children from a school with poor school sanitation facilities where privacy and dignity is virtually absent. Access to sanitation facilities in school is a fundamental right that safeguards health and human dignity. Thus, providing these facilities in schools do not only help to meet the right, but also provides the most favourable settlings to encourage positive behaviour change in schools. (FME, 2006). Indications from the above empirical review showed that most of the schools lacked adequate health facilities to promote a healthy child friendly school environment. Also, none of this study has been conducted in Delta State to indicate the essence of promoting a healthy child friendly school environment through the provisions of such health facilities like the school clinic, sanitary, sports and recreational health facilities. It is against this background the present study examined the efforts made towards the provision of health facilities for promoting healthy child friendly school environment in primary schools in Delta State. It has also been observed through several researches, studies and medical reports that a lot of children die every day as a result of bad health conditions or from one illness to another. Children's health that is at the school-going age must be given adequate attention in order to promote a quality learning society. This can be initiated through the provision of health facilities in the schools. Observations from the primary schools in Delta State show that it seems as many of the schools lack adequate health facilities and this situation is harmful to the pupils' health and development. Many schools operate without having sufficient child friendly toilet facilities, sick bay/clinics and pipe borne water or bore holes, activities or services that promote sanitation in the school. This situation which has created a gap for the present study, have equally raised concern from the researchers to examine the provisions of health facilities made in the primary schools in order to promote a healthy child friendly school environment. Therefore, the need to investigate the provision of health facilities for promoting healthy child friendly school environment in primary schools in Delta State has become the problem of the study.

The purpose of the study was to examine the provision of health facilities for promoting healthy child friendly school environment in primary schools in Delta State. Specifically, the study determined the following;

1. The provision of school clinic health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.
2. the provision of sanitary health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.
3. the provision of sports facilities for promoting a healthy child friendly school environment in primary schools in Delta State.
4. the provision of recreational facilities health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.

### **Research Questions**

The study was guided by four research questions:

1. What are the provisions of school clinic health facilities provided/made for promoting a healthy child friendly school environment in primary schools in Delta State?
2. What are the provisions of sanitary health facilities provided/made for promoting a healthy child friendly school environment in primary schools in Delta State?
3. What are the provisions of sports health facilities provided/made for promoting a healthy child friendly school environment in primary schools in Delta State?
4. What are the provisions of recreational health facilities provided/made for promoting a healthy child friendly school environment in primary schools in Delta State?

### **Methods**

The descriptive survey research design was employed in the study. The study population comprised all the 1,132 head teachers in the 1,132 public primary schools from 25 LGAs in Delta State. Sample of the study constituted 566 primary school head teachers drawn from the entire head teachers' population. The sample which is 50% of the population was composed using the proportionate stratified random sampling technique. Instrument for data collection was a questionnaire personally developed by the researchers, titled: "Healthy Child Friendly School Environment Questionnaire (HCFSEQ)" containing 31 items. The instrument was organized into four clusters and structured on a 4 point scale of Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. The (HCFSEQ) questionnaire was validated by three experts in Educational Management and Policy Department, Nnamdi Azikiwe University, Awka, Anambra State. Reliability of the instrument was established by carrying out a pilot-test on a sample of 20 primary school head teachers from 20 public primary schools in Anambra State, which were not part of the study. Thereafter, the information obtained from these primary school heads were collated and measured using Cronbach Alpha method. The result gave an internal consistency reliability value of 0.88, meaning that the questionnaire was reliable to collect the necessary data for the study. Information was collected from the teachers' through a direct approach. The questionnaire was administered to the head teachers with the help of eight research assistants who were people familiar with terrain and location of the public primary schools in the LGAs. Administration of the research instrument took a period of one week and all the copies of the questionnaire that were distributed were all retrieved and used for data analysis. Data collected were analyzed using mean scores and standard deviation to answer the research questions. The benchmark for taking decision was based on the

premise that any mean score that was rated at 2.50 and above was regarded as agreed and was accepted. On the other hand any item with a score below 2.50 was regarded as disagreed and was not accepted.

## Results

**Table 1: Mean Scores and SD of Head Teachers concerning the Provision of School Clinic Health Facilities for promoting a Healthy Child Friendly School Environment in Primary Schools in Delta State**

N = 566

S/N	Please indicate provisions made for school clinic facilities in your school for promoting a healthy child friendly school environment	$\bar{X}$	SD	Decision
1.	A building is provided or allotted for school clinic	1.54	0.51	<b>Disagree</b>
2.	The school has a sick bay where emergency cases are treated	1.61	0.62	<b>Disagree</b>
3.	Well-equipped medical room or health unit manned by two qualified General Practitioners and seven nurses are available in the school clinic	1.45	0.50	<b>Disagree</b>
4.	Health equipment are provided in the school to enable children undergo regular growth assessments and medical check-ups	1.47	0.50	<b>Disagree</b>
5.	Scales are available in the clinics for monitoring pupils' growth	1.64	0.63	<b>Disagree</b>
6.	A professional doctor is available in the school to handle the pupils' health challenges/needs	1.49	0.50	<b>Disagree</b>
7.	Adequate drugs are provided in the school clinics for general treatment of different kinds of illness	1.57	0.50	<b>Disagree</b>
8.	Vaccination drugs including injections are available for pupils' immunization in the school clinic	1.52	0.50	<b>Disagree</b>
9.	Materials such as files, pens, papers, among others, are adequately provided to keep tract of the pupils' medical reports and health records	1.68	0.56	<b>Disagree</b>
<b>Grand Mean and SD</b>		<b>= 1.55</b>	<b>0.54</b>	<b>Disagree</b>

Data analyzed in Table 1 revealed that all items from 1 to 9 were rated by the head teachers' below the acceptable mean score of 2.50. Thus, the respondents disagreed with the statements as none of the items was rated above the acceptable mean score. The grand mean of the head teachers of 1.55 and their standard deviation which ranged between 0.50 and 0.63 with an overall SD of 0.54 showed that there were small variations in the means scores. The result of data analysis therefore indicated that there were no provisions for school clinic health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.

**Table 2: Mean Scores and SD of Head Teachers concerning the Provision of Sanitary Health Facilities for promoting a Healthy Child Friendly School Environment in Primary Schools in Delta State** N = 566

S/N	Please indicate provisions made for sanitary health facilities in your school for promoting a healthy child friendly school environment	X	SD	Decision
10.	Portable pipe borne water or bore hole is provided in the school	2.88	0.96	<b>Agree</b>
11.	Adequate water points are provided at strategic positions in the school	1.66	0.71	<b>Disagree</b>
12.	Well-equipped First Aid box is available in the school	1.88	0.83	<b>Disagree</b>
13.	Sanitation activities such as cleaning the classrooms, clearing/burning of bushes in the school compound, are highly encouraged in the school	3.19	0.77	<b>Agree</b>
14.	Sanitary health services through orientation programmes or health talks are organized for pupils in the school	1.87	0.87	<b>Disagree</b>
15.	Wash hand basins are provided in every classroom in the school	1.84	0.79	<b>Disagree</b>
16.	Adequate child friendly toilet facilities including toiletries for male and female is provided in the school	1.85	0.89	<b>Disagree</b>
<b>Grand Mean and SD</b>		<b>= 2.17</b>	<b>1.00</b>	<b>Disagree</b>

Data analyzed in Table 2 revealed that only items 10 and 13 rated above the acceptable mean score of 2.50. Thus, the respondents agreed with the statements as all the other items namely 11, 12 and 14, 15 and 16 rated below the acceptable mean score benchmarked at 2.50. Thus the head teachers disagreed with the statements as the grand mean of the head teachers of 2.17 indicated that they reacted negatively to majority of items in order to oppose the statements. The standard deviation which ranged between 0.71 and 0.96 with an overall SD of 1.00 showed that there were small variations in the means scores. The result of data analysis therefore indicated that there were no provisions for sanitary health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.

**Table 3: Mean Scores and SD of Head Teachers concerning the Provision of Sports Facilities for promoting a Healthy Child Friendly School Environment in Primary Schools in Delta State N = 566**

S/ N	Please indicate provisions made for sports facilities in your school for promoting a child friendly school environment	$\bar{X}$	SD	Decision
17.	A standard sports field is allotted in the school for organizing sports activities in the school	1.82	0.86	<b>Disagree</b>
18.	Gymnastics centres are provided in the school	1.47	0.50	<b>Disagree</b>
19.	Basketball and net ball sports facilities are provided in the school	1.48	0.53	<b>Disagree</b>
20.	Provisions are made for aquatic and fitness centre (example: swimming polls) in the schools	1.52	0.50	<b>Disagree</b>
21.	Combat centre is provided in the school	1.38	0.49	<b>Disagree</b>
22.	Tennis courts is provided in the school	1.48	0.52	<b>Disagree</b>
23.	Volleyball court is available in the school	1.55	0.52	<b>Disagree</b>
24.	A building is created for providing indoor games in the school	1.43	0.50	<b>Disagree</b>
<b>Grand Mean and SD =</b>		<b>1.52</b>	<b>0.58</b>	<b>Disagree</b>

Data analyzed in Table 3 revealed that all items from 17 to 24 were rated by the head teachers below the acceptable mean score of 2.50. Thus, the respondents disagreed with the statements as none of the items was rated above the acceptable mean score. The grand mean of the head teachers of 1.52 and standard deviation which ranged between 0.49 and 0.86 with an overall SD of 0.58 showed that there were small variations in the means scores. The result of data analysis therefore indicated that there were no provisions for sports facilities for promoting a healthy child friendly school environment in primary schools in Delta State.

**Table 4: Mean Scores and SD of Head Teachers concerning the Provision of Recreational Facilities Health Facilities for promoting a Healthy Child Friendly School Environment in Primary Schools in Delta State N = 566**

S/ N	Please indicate provisions made for recreational facilities in your school for promoting a child friendly school environment	$\bar{X}$	SD	Decision
25.	A space, site or portion of land is allotted for children play ground in the school	2.7 9	1.02	<b>Agree</b>
26.	The children's play ground is well equipped and furnished with recreational facilities that promote children play	1.6 2	0.71	<b>Disagree</b>
27.	A separate, soft and secured covered play area together with adequate equipment which creates opportunities for variety of activities and exploration is provided for the pupils during cooler seasons	1.4 4	0.50	<b>Disagree</b>
28.	Well equipped and spacious rooms with variety of resources aimed at stimulating the interest of young students during recreation are available in the school	1.4 8	0.50	<b>Disagree</b>
29.	A school canteen which offers healthy snacks are provided in the school	1.7 0	0.66	<b>Disagree</b>
30.	Food vendors approved by the school are always available to provide healthy nutritional food for the pupils	1.8 2	0.86	<b>Disagree</b>
31.	Standard policy which is a document guiding activities of the food vendors for their smooth operations in the school, is available	1.4 5	0.50	<b>Disagree</b>
	<b>Grand Mean and SD</b>	= <b>1.7 5</b>	<b>0.83</b>	<b>Disagree</b>

Data analyzed in Table 4 revealed that only item 25 rated above the acceptable mean score of 2.50. Thus, the respondents agreed with the statements as all the other items namely 26 to 31 rated below the acceptable mean score benchmarked at 2.50. Thus, the head teachers disagreed with the statements as the grand mean of the head teachers of 1.75 indicated that they reacted negatively to majority of items in order to oppose the statements. The standard deviation which ranged between 0.50 and 1.02 with an overall SD of 0.83 showed there were small variations in the means scores. The result of data analysis therefore indicated that there were no provisions for recreational facilities for promoting a healthy child friendly school environment in primary schools in Delta State.

### Discussion of Findings

Generally, the findings of this study indicated that there were no provisions for school health facilities for promoting a healthy child friendly school

environment in primary schools in Delta State. One of the findings indicated that there were no provisions for school clinic health facilities for promoting a healthy child friendly school environment in primary schools in Delta State. This means that there was no building provided or allotted for school clinics; schools had no sick bay where emergency cases were treated. There were also no well-equipped medical room or health unit manned by qualified General Practitioners and seven nurses were not available in the school clinics; health equipment were not provided in the schools to enable children undergo regular growth assessments and medical check-ups; scales were not available in the clinics for monitoring pupils' growth; no professional doctor was available in the schools to handle the pupils' health challenges/needs; adequate drugs were not provided in the school clinics for general treatment of different kinds of illness; vaccination drugs including injections were not available for pupils' immunization in the school clinic; and materials such as files, pens, papers, among others, were not adequately provided to keep tract of the pupils' medical reports and health records. All the above school clinic health facilities were found lacking in the primary schools making their school environment unfriendly for pupils learning and safety.

This finding agrees with a more recent study by Oyinlade, Ogunkunle and Olanrewaju (2014) confirmed that evaluated school health services in Sagamu, Nigeria revealed that only one (1.1%) school benefited from the services of a school doctor. Essential drugs and materials for first aid services were available in 85 (93.4%) of the schools, while only 26 (28.6%) had a sick bay. Screening tests for disabilities were performed in only 10 (11%) of the schools visited. Although school midday meals were available in all the schools, they were not free. Private secondary schools had the highest percentage of good school health evaluation scores (63.6%), while 96.2% of the private primary schools had poor health service evaluation scores. They, therefore, concluded that school health services are unsatisfactory in Sagamu. With regards to health personnel, Ademokun, Osungbade and Obembe (2012) also found out in their study that only 1 (5%) of the schools had a school nurse, environmental health officer and community health officers. Few 6 (29%) of the schools have trained first aider while 1 (5%) had school health committee. The researchers therefore concluded that in summary, out of the 21 schools assessed, 6 (28.6%) schools had poorly implemented the components of the school health programme, 9 (42.9%) schools had fairly implemented the components of the school health programme, and 6 (28.6%) schools had good implementation of the components of the school health programme. This finding does not agree with the directives of the Federal Republic of Nigeria (2013) under section 8, page 58 of the National Policy on Education (NPE) which mandated school administrators and proprietors to provide health facilities and services such as school clinics/sickbay for their institutions. Federal Ministry of Education (FME, 2006) confirmed that it is unfortunately, almost one-third of young people in primary and secondary schools are undernourished; 9%

are over-nourished; a tenth have engaged in substance abuse; and only 37% of the junior school students and 45% of the teachers have heard of family life and HIV education before. Adolescents (10-19 years) who are mostly secondary school pupils account for a significant proportion of Nigeria's population of 140 million. In 2001, the findings from the Statistics of the National Study of the School Health System in Nigeria carried out by the Federal Ministry of Health and Federal Ministry of Education in collaboration with the WHO revealed that health-care services in schools have not been properly implemented, thus it was noted that there was a lack of standard guiding SHP in Nigeria, which established the need for the National School Health Policy (NSHP) (Federal Ministry of Education - FME, 2006). Whereby the primary schools are not provided with adequate clinics, this will have negative effect on promoting a healthy child-friendly school environment in Delta State.

It was also found in the study that there were no provisions for sanitary health facilities for promoting a healthy child friendly school environment in primary schools in Delta State. This result means that there were no provisions for adequate water points to be provided at strategic positions in the schools; well-equipped First Aid box were not available in the schools; sanitary health services through orientation programmes or health talks were not organized for pupils in the school; wash hand basins were not provided in every classroom in the schools; adequate child friendly toilet facilities including toiletries for male and female were not provided in the school. All the above sanitary health facilities were found lacking in the primary schools making their school environment unfriendly for pupils learning and safety. This finding agrees with finding of Ademokun, Osungbade and Obembe (2012) study which confirmed that school health services were implemented by 33.3% of the schools and 23.8% of schools had good implementation of healthful school environment. Regarding source of water supply in schools, most of the schools 13 (62%) had wells as their source of water supply, only 7 (33%) had borehole and few 1 (5%) had pipe borne water. Concerning means of refuse disposal, majority of the schools 18 (86%) disposed of their refuse by burning; few 2 (10%) had incinerators while 1 (5%) had no means of refuse disposal. As for sewage disposal, 9 (43%) used the water system, 9 (43%) also used pit latrine system while 3 (14%) had no toilet facilities. Only few 2 (10%) had sick bay while majority 19 (90%) had first aid boxes. This finding showed that only a few schools had access to good sanitary health facilities for promoting a healthy environment in the school. This finding is at variance with the directives of the Federal Republic of Nigeria (2013) under section 8, pg. 58 of the National Policy on Education which mandated school administrators and proprietors to provide sanitary health facilities and services such as child friendly facilities (separate toilets for male and female), water points (potable water) within the school compound for health and sanitation activities, well equipped First Aid Box for emergency care, scale for monitoring growth for their institutions. Whereby the



provisions for sanitary health facilities are not adequate, this will have negative impact in promoting healthy child-friendly school environment primary schools in Delta State.

It was also found out that there were no provisions for sports facilities for promoting a healthy child friendly school environment in primary schools in Delta State. This means that there were no standard sports fields in the schools for organizing sports activities, for instance, gymnastics centres were not provided in the schools; basketball and net ball sports facilities were not provided in the schools; provisions were not made for aquatic and fitness centre (example: swimming polls) in the schools; sports health facilities such as combat centres, tennis courts and volleyball courts were not provided or available in schools; and coupled with that buildings were not created for providing indoor games in the schools. All the aforementioned sports health facilities were found lacking in the primary schools making their school environment unfriendly for pupils learning and safety. This finding is also at variance with the directives of the Federal Republic of Nigeria (2013) which mandated school administrators to provide such health facilities like sports facilities in the Nigerian schools to solve the health challenges of children in schools including promoting effective health practices and maintenance of good health culture in schools. Whereby the provisions for sports health facilities are not adequate, this will have negative effect in promoting healthy child-friendly school environment primary schools in Delta State.

The findings of this study also indicated that there were no provisions for recreational facilities like space for children playground, well-equipped and furbished children playground, spacious rooms for recreational activities, among others, for promoting a healthy child friendly school environment in primary schools in Delta State. This finding is not in line with the directives of the Federal Republic of Nigeria (2013) under section 8, pg. 58 of the National Policy on Education which mandated school administrators and proprietors to make adequate provision of school meals and incentives, school gardens and recreational facilities in their schools. Moreover, all the findings of this present study could be likened to Ademokun, Osungbade and Obembe (2012) who conducted a study six years after the National School Health Policy came into being and did not show much improvement in the schools situation. These researchers discovered that implementation of SHP was poor, most especially in the areas of school health services and facilities provision including promoting healthy school environment. They found that many of the school head teachers had never heard of the 2006 NSHP; the skeletal health programmes in their schools were not run according to the minimum requirements stated in the 2006 National School Health Policy document; no funding came from the government for the implementation of the SHP which affected adequate provision of recreational health facilities in the schools. However, if the provisions for school clinic, sanitary, sports and recreational health facilities are not adequate, this will have negative impact in

promoting healthy child-friendly school environment in primary schools in Delta State.

### **Conclusion**

Developing the primary schools to become child-friendly schools (CFS) is an initiative programme of the United Nations with its organs of UNESCO and UNICEF as one of the means in which quality education can be attainable in the schools environment. To maintain the principles, standards and likewise achieve the objectives of CFS model and initiative in primary schools in Delta State means that all the strategic plans set aside for facilities provision including the health facilities must be adequate in order to work in the best interest of the child. However, the present study submits that there were no adequate provisions for school health facilities as regards to the provisions of school clinics, sanitary, sports and recreational health facilities for promoting a healthy child friendly school environment in primary schools in Delta State. Majority of the health facilities were not provided in the school, even the available ones provided were insignificant. Therefore, for the primary education school system in Delta State to produce future generations who are vibrant for socio-economic development in the Nigerian society, adequate attention and considerations must be given to children health challenges and needs. The ugly situation in Delta State which is as a result of the inability of the education stakeholders to make adequate provisions of health facilities calls for some recommendations which have been proffered in the next section.

### **Recommendations**

From the findings of the study, the following recommendations have been made:

1. The Delta State Government in collaboration with the Delta State Universal Basic Education (DSUBE) should make adequate provision for health facilities like school clinics, sanitary, sports and recreational health facilities for promoting a healthy child friendly school environment in primary schools in Delta State. This should be followed by effective implementation of the National School Health Policy (NSHP), conducting needs assessment supervision in primary schools and forming synergies with the private sector in order to support the primary schools in the provision of health facilities in order to promote a healthy child friendly school environment in primary schools.
2. The Delta State Government should also partner with the private organizations and individuals for their financial support for the provisions of school clinics health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.
3. Head teachers should ensure that provision for sanitary health facilities are adequate for promoting a healthy child friendly school environment in primary

schools in Delta State. This will warrant the head teachers to communicate to their regulatory body, that is, Delta State Universal Basic Education (DSUBE) to make adequate provisions for sanitary health facilities in primary schools. Also, the head teachers should continually ensure that the sanitation exercise is regularly practiced in the primary schools in order to maintain a clean environment in the school for the pupils to emulate.

4. Head teachers should also solicit financial supports from international organizations, business philanthropists and financial institutions in their localities/communities for provisions of sports and recreational health facilities for promoting a healthy child friendly school environment in primary schools in Delta State.

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# **AWARENESS OF EDUCATION LAWS AND SCHOOL EFFECTIVENESS IN ONDO STATE, NIGERIA**

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## **Abstract**

*Ignorance of the law is not an excuse for any form of infraction relating to the development of minds for the future. This study examined awareness of education laws and school effectiveness in secondary schools in Ondo State, Nigeria. One research question guided the study and two hypotheses were tested. The study adopted descriptive correlational survey design. The population comprised all the principals, teachers and students in the 304 public secondary schools in Ondo State. A sample of 4,743 participants which include 135 principals, 1530 teachers and 3060 students from nine LGAs in the state composed using the multistage sampling procedure were involved in the study. Data were collected using a researcher developed questionnaire titled "Principals' Awareness of Education Laws and School Effectiveness Questionnaire" (PAELSEQ). The questionnaire was validated by experts. The internal consistency of the instrument was ascertained using the Kuder-Richardson formular. Data were analyzed using mean scores to answer the research questions while the hypotheses were tested using Multiple Regression and Pearson Product Moment Correlation statistic at 0.05 level of significance. Findings showed that there is a significant relationship between principals' awareness of education laws and school effectiveness ( $R=0.91$ ). Findings also showed that there is a significant relationship ( $r=0.65$ ) between principals' awareness of education laws in school decision making and school effectiveness. Based on the findings, the study recommended among others that teachers should be trained on education laws and procedures as well as carried along through regular briefings about likely changes in laws in the nation.*

## **Introduction**

Over the years, observations of the factors that influence the extent to which schools achieve their objectives have attracted the interest and concern of teachers, counselors, researchers and school administrators in Nigeria. This seems to have

emanated from the complaints by members of the public concerning the productivity of the education industry in the country secondary schools inclusive.

Secondary schools established in Nigeria are categorized as either public, or private. Their varied ownership, notwithstanding, they are, expected to operate on similar curricular, employ qualified teachers, admit pupils, provide necessary teaching-learning facilities and conducive environment for learning. These schools are also expected to be administered according to laid down rules and regulations of the Ministry of Education and other regulating bodies for secondary schools in the nation.

Observations reveal that the Nigerian education industry is on a daily basis becoming more litigious. The rate at which education stakeholders are being dragged to court for alleged breaches, actions, inactions, omissions or commissions appear to be increasing. Perhaps, school authorities and teachers in Nigeria do not take enough care in exercising their role *in loco parentis* and to safeguard students' interests within the school system probably because they are not aware of their rights, let alone those of students.

Given the climate of the times, it appears not only prudent but also necessary for teachers and educational administrators to understand their own rights and limitations, as well as the legal implications of what they do, particularly in dealing with students in educational matters so as not to infringe on the students' rights in the schools (Nakpodia, 2010).

Legal awareness of education laws as conceptualized by the American Bar Association, Committee on Public Understanding About the Law (1989), is the ability to make critical judgments about the substance of the law, legal process, and available legal resources and to effectively utilize the legal system and articulate strategies to improve. The Canadian Bar Association (1992), conceptualized it as legal literacy of education law, and defined it as "the ability to understand words used in legal contexts, to draw conclusions from them, and to use those conclusions to take actions.

The importance of law cannot be sufficiently substantiated as it is on the increase on a daily basis. Legal awareness can empower people to demand justice, accountability and effective remedies at all levels of education. Without legal literacy, people can get intimidated and alienated. This was described by Adeboyeje (2001) as highly perturbing. In the opinion, of the author, employers, school owners, teachers, school authorities, government functionaries and students are not sufficiently familiar with appropriate education laws and procedures in the management of education in Nigeria today. With the nascent changes and spur in information and communication technology (ICT), the school system has become more complex, requiring a deep knowledge of education laws, enactments and rules and court decisions in order to stand the legal risk of being an actor in the school system and to help in the delivery of service as legally as possible for school progress.

The importance of legal awareness can be understood under the framework of the locus of control of reinforcement developed by Rotter (1966). The theory is used in personality psychology to refer to causation as perceived by individuals in response to personal outcomes or other events. The word, “locus” in the term is a Latin word which means a location or place. A locus of control is a belief about whether the outcomes of our actions are contingent on what we do or on events outside our control (Shepherd, Owen, Fitch & Marshall, 2006). It was defined by Messer (1971) as a belief that one’s destiny is controlled by oneself or by external forces such as fate, god or powerful others. Schulz and Schulz (2005) outlined factors that can influence locus of control as gender, age, family orientation, ethnic grouping, religion and socio-economic status.

Locus of control can be internal, external or bi-focal. People who have internal locus of control believe that they have control over the events in their lives. When a person believes that his rewards or punishments depend on his own efforts (internal control), it is most likely that he will strive to do those things that bring about rewards and minimize punishment (Messer, 1971). On the other hand, people who have external locus of control believe that they have no control over the events in their lives and that there are other individuals or external forces that control events in their lives. People with external locus of control tend to be more stressed and prone to clinical depression. People that have the combination of the two types of locus of control are referred to as bi-focals. Those that have bi-focal characteristics are known to handle stress and cope with their diseases more efficiently by having the mixture of internal and external loci of control.

Roddenberry and Renk (1998) revealed that individuals who had external locus of control are vulnerable to external influences and thus have a higher level of stress. Onyekuru and Ibegbunam (2014) and Whyte (1978) investigated the relationship between locus of control and academic success of students enrolled in higher education courses and found that students with internal locus of control believed that hard work and focus would result in successful academic process and that they performed significantly better than students with external locus of control who believed that success depended upon luck or fate. Nowicki and Walker (2009) found out that there was consistent positive relationship between internal locus of control and achievement scores for males while for females, this result was inconsistent because social desirability effects confounded the results of the correlation between achievement and locus of control for females. Contrary to this Murray and Staebler (1973) failed to find achievement differences between internals and externals and suggested that locus of control was not necessarily a determinant of academic achievement.

Secondary schools are guided by the National Policy on Education, and other rules and regulations specified by the school authorities. From these, locus of control variables are derived which direct the teaching, non-teaching, and students’ behaviours who are from diverse ethnic and cultural backgrounds. There

is no gainsaying the fact that the contemporary education laws and edicts in Nigeria derive their sources from the regional laws, current Constitutional provisions and military decrees, particularly on education matters (Durosaro, 1997).

Issues of school effectiveness represent an enduring and fundamental challenge to researchers and educational administrators as it is often regarded as a complicated construct. First, there is no agreed definition of school effectiveness. Secondly, definitions of school effectiveness change overtime. A third challenge emerges from multiple stakeholders, such as parents, administrators, students, teachers, taxpayers, with each group often suggesting and frequently conflicting effectiveness preferences.

The term effectiveness originated from the Latin word “effectivus” which means “creative”, “productive” or “effective”. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep or vivid impression. Scheerens (2004) defined school effectiveness as effectiveness enhancing conditions at school level. It includes all the contextual variables related with school such as teaching, learning, administration, students’ motivation and community involvement. In the early studies on school effectiveness, the emphasis was on enhancing conditions of schooling and output measures, mostly achievement of the student. Being effective means achieving a set goal, getting to an outcome even if it takes longer or consumes more resources. It is doing the right things. The question now becomes, what are the right things?

To attempt an answer to the question, Gray, Hopkins, Reynolds and Wilcox (1999) described effectiveness as above-expectation pupil academic performance, and that for this to take place, requires visionary leadership, supervision and monitoring, planning and quality decisions, and performance indicators. It therefore becomes the responsibility of members of the school to identify priorities correctly and do them if effectiveness must be achieved.

The Nigerian education law guides the effective management, administration and implementation of education at all levels, Federal Republic of Nigeria (FRN) (2013). In most States of the Federation Ondo state inclusive, educational provision is a political good. Education is operated within the legal framework of the nation (Constitution). This, therefore, warrants both theoretical and applied expositions in law from stakeholders (parents, teachers, school heads, community leaders, governments and corporate organizations) in their varying spheres of concern so as to enable them participate effectively.

Every school system has abstract rules and regulations (Weber, 1946). Therefore, the administration of education law is held to consist in application of these rules in particular cases (Hoy, Miskel & Tartar, 2013). The authors explained further that rules and regulations help to coordinate activities in the hierarchy of authority, describe the rights and duties inherent in each position, provide continuity for school operations, and ensure uniformity and stability within the school system.



There is so much emphasis on the promulgation and existence of law as the basis or fundamental framework for authority and acceptable social action, especially in heterogeneous societies that are characterized by ethnic and tribal complexities such as the case of Nigeria. With the rapid growth in the Nigerian education system, students and other stakeholders in the school system are more aware and conscious of their rights. It is realized that school laws, rules and regulations are not absolute in themselves. However, it can be subjected to the law court or the reading of the Constitution.

There are allegations from the public on the falling standard of secondary education in Nigeria. This could partly be attributed to the inadequacies in the compliance of school authorities, teachers and students to the provisions of education laws which might have caused poor instructional supervision, lack of instructional leadership, recurrence of unilateral decision making in school administration. Others include serious disregard for school rules and regulation and discipline in behaviours and conducts of affairs within the school system which have impacted school effectiveness.

The problem of the secondary school system particularly in relation to administration and consequent effectiveness could be partly related to the inadequacies in the level of awareness and application of the extant laws required to guide the system. The aim of the study is to examine the relationship between education laws and effectiveness of public secondary schools in Ondo State Nigeria. In specific term, the study aimed to determine the level of awareness of education laws in public secondary schools by principals, teachers and students in Ondo State, Nigeria;

### **Research Question**

The research question that guided the study is:

What is the level of awareness of education laws in public secondary schools in Ondo State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between awareness and compliance with education laws and effectiveness of public secondary schools in Ondo State
2. There is no significant relationship between awareness of education laws and decision-making process in public secondary schools in Ondo State, Nigeria.

### **Method**

The study adopted a descriptive survey design. A researcher developed questionnaire was used to collect data from principals, teachers and students. The

population for the study consisted of all the principals, teachers and students in the 304 public secondary schools in Ondo State as at 2016.

A sampled of 4,743 participants consisting of 153 principals, 1530 teachers (10 from each school) and 3060 students (20 from each school) from 153 public secondary schools participated in the study.

Multi-stage sampling procedure was used to compose the sample. In the first stage, nine out of the existing 18 Local Government Areas in the State were sampled. The process involved the use of simple random sampling to draw three Local Government Areas from each of the three Senatorial districts in Ondo State resulting to nine local government areas.

In the second stage using simple random sampling technique, 50% of public secondary schools in Ondo state, giving a total of 153 schools out of the 304 schools in the state were drawn from the nine L.G.As already sampled.. The principal of each school sampled was automatically sampled, thus 153 principals of the sampled schools were drawn.

The next stage involved the use of simple random sampling to draw 10 teachers and 20 students respectively from each of the 153 schools sampled. This yielded 1530 teachers and 3060 students. These results to a total sample size of 4743 respondents, comprising 153 principals, 1530 teachers and 3060 students.

A researcher developed instrument titled Principals' Awareness of Education Laws and School Effectiveness Questionnaire (PALESEQ) was used to collect data. The instrument was structured on a four point scale of Not Aware, Low Level of Awareness, Moderate Level of Awareness and High Level of Awareness, weighted 1,2,3, and 4 respectively. The instrument was face validated by three experts. The internal consistency of the instrument was ascertained using Kuder Richardson Formular. This yielded reliability co-efficient of 0.91 for the instrument. The instrument was thus deemed reliable in line with Nworgu (2015) who recommended that a reliability co-efficient of 0.50 and above is adequate for a research instrument.

Data relating to the research question was analysed using mean scores. Hypothesis one was tested using multiple regression while hypothesis two was tested using Pearson Product Moment Correlation, both at the 0.05 level of significance. In making decisions the real limits of the scale were used Thus mean scores of 0.5 -1.49 were regarded as not aware, from 1.5-2.49 as low level of awareness, from 2.5 – 3.49 as moderate level of awareness and from 3.50-4.00 as high level of awareness.

For the hypothesis testing the critical and tabulated values were used. Where the critical value of F or r as the case may be is smaller than the tabulated value the null hypothesis was accepted and vice versa.

## Results

**Research Question:** What is the level of awareness of education laws by principals in public secondary schools in Ondo state?

**Table 1: Level of Awareness of Education Laws by Principals of Public Secondary Schools in Ondo State**

S/ Items	$\pi$	Remark
1. The teachers are inducted on the content of education laws.	2.33	Low level
2. The school rules and regulations are derived from the education laws.	2.84	Moderate level
3. All teachers have copies of education law in my school.	3.95	High level
4. All teachers operate within the context of the education laws.	3.64	High level
5. Teachers' workload allocation is in line with education laws.	3.29	Moderate level
6. Education law empowers the principal to deal with teachers' professional misconduct.	3.53	High level
7. Principal's power to deal with teachers' professional misconduct is curtailed by external influence of the Ministry of education and the school community.	3.89	High level
8. The parents are intimated with their responsibilities in the education laws.	3.16	Moderate level
9. Students' disciplinary problems are handled in accordance with the education laws.	3.88	High level
10. Teachers' demand is within the context of education laws.	3.74	High level
<b>Overall mean on awareness by principals</b>	<b>3.43</b>	

Data analysis on Table 1 show the level of principals' awareness of education laws in secondary schools in Ondo State. The results show that the respondents with a mean score of 2.33 agreed that principals were aware to a low level that teachers are inducted on the intent of education law. The respondents mean ratings of 2.84, 3.29 and 3.16 for items 2,5 and 8 show that the principals are aware to a moderate level on those items. Thus principals are aware to a moderate level that school rules and regulations are derived from education laws;thatt teachers workload allocation is in line with education laws and that parents are intimated with their responsibilities on education law. Finally, with mean scores of 3.95, 3.64, 3.53, 3.89, 3.88, 3.74 for items 3,4,6,7,9 and 10 the respondents agreed that principals are aware of those items to a high level.

Results on Table 1 further show a cumulative mean of 3.43 which indicates that the respondents agreed that principals have a moderate level of awareness of education laws in public secondary schools in Ondo state.

**Hypotheses Testing**

**Hypothesis One:** There is no significant relationship between awareness and compliance with education laws and effectiveness in public secondary schools in Ondo State.

**Table 2: Relationship between Education Law Variables and School Effectiveness**

Model	B	Std. err.	Beta	T	Sig.	T	R	R <sup>2</sup>	F
Constant	.166	.163	-	1.016	.311				
Awareness of education laws	.018	.004	.215	3.988	.000				
Decision making process	.020	.007	.188	2.911	.004	.910 <sup>a</sup>	.823	142.5	
Staff discipline	.021	.009	.226	2.293	.023				
Students' discipline	.025	.007	.223	3.290	.001				
Instructional Supervision	.017	.008	.183	2.040	.043				

Dependent variable: Students' academic performance

The result of data analysis on Table 2 show that R = 0.910; F = 142.54; and p= .000. This indicates that there is a significant relationship between awareness of education laws and school effectiveness. The hypothesis was therefore rejected.

The Table further reveals that variables of education laws such as awareness of education laws, decision making, staff discipline, students' discipline and instructional supervision jointly made significant contribution to the prediction of school effectiveness. Awareness of education laws, decision making, staff, students' discipline and instructional supervision jointly accounted for 82.3% (0.823) of the total variables of school effectiveness. On the individual contribution, staff discipline was the best predictor, having accounted for 22.6% (0.226) of the variables. This is closely followed by students' discipline which accounted for 22.3% (0.223). This is also followed by awareness of education laws, which accounted for 21.5% (0.215), next to this is decision making, having a contribution of 18.8% (0.188). Instructional supervision was the least predictor of school effectiveness, with a contribution of 18.3% (0.183).

**Hypothesis Two:** There is no significant relationship between awareness of education laws and decision making process in public secondary schools in Ondo State.

**Table 3: Relationship between Principal’ Awareness of Education Laws and Decision Making Process**

Variables	N	r-cal	r-tab	sig.
Awareness of Education Law	153	0.695*	0.087	.000
Decision Making Process				

p<0.05

Result of data analysis on Table 3 show that r-cal value (0.695) is greater than r-tab value (0.087). This means that there is a significant relationship between principal’ sawareness of education laws and decision making process in public secondary schools in Ondo State. Therefore, the null hypothesis is rejected.

### Discussion

The result of data analysis in hypothesis one on Table 2 showed that there is a significant relationship ( $R = 0.910$ ) between awareness and compliance with education laws and school effectiveness at 0.05 level of significance. The finding means that education law variables in terms of principals’, teachers’ and students’ awareness, decision making, staff and students’ discipline, and principals’ instructional supervision jointly contribute to school effectiveness. School effectiveness being the extent to which a school achieves its goal, which is the number of students who graduate with at least five credits and above including English Language and Mathematics in the Senior School Certificate Examinations (SSCE).

First, compliance with education laws in dealing with staff discipline (22.6%) contributed more, being the highest determinant of students’ academic performance. This may be because teachers are the major implementation agents of curriculum and therefore, how fairly and justly they are treated influence the performance of their task, personality and disposition in dealing with students. This finding corroborates the findings of Hernandez and Seem (2004) Jones and Rattray (2010), and Naeto (2013) Okumbe (1998). These scholars stressed that one way to know an effective school is through its demonstration of sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice.

The next best predictor of students’ academic performance was students’ discipline (22.3%). When there is adequate awareness and continuous exposition to education laws, students’ rights are protected and guaranteed, and there is assurance of a friendly and supportive learning environment which therefore encourages high level of academic commitment, freedom and trust which are ingredients for effective learning outcome.

This finding supports Omenka and Otor (2015) who found out that students’ discipline promotes an atmosphere for learning and that it is a critical part

of what secondary education is all about. They pointed out that teachers should mind their use of language when dealing with students especially in the classroom, as some raw or demeaning words whether intentional or not can erode a student's dignity of person, which can make him/her lose focus in his/her academic pursuit.

Awareness of education laws significantly contributed 21.5% to school effectiveness. In the absence of complete information and knowledge of education laws, effective compliance will be difficult to achieve as global trends through high technology, have proliferated and improved access and awareness of educational consumers. Thus, awareness of education laws has become a very important condition for effective administration of the school system because it is a tool for proper guidance in administrative actions and compliance on a daily basis so as to prevent infringements.

This finding corroborates Adeboyeje (2001), Maidabino (2010) Nakpodia (2011), and Uloma (2013), who found out that teachers, school authorities, government functionaries and students are not sufficiently familiar with appropriate education laws and procedures in the management of education in Nigeria. Nakpodia (2011) further argued that only 30% and 41% of principals and teachers respectively have knowledge of education laws. The study also showed that the mean level of principals' awareness of education law is moderate. However, the level of awareness of education laws by school staff is insufficient to combat the ever rising complexities of managerial issues in their schools. The finding also corroborates Akpofure and Ndupu, (2000) who stated that there is need for schools to be aware and comply with extant laws that can enable adherence to standards such as the maintenance of manageable carrying capacity in classroom utilization, libraries and laboratories to engender effective teaching and learning which results in improved academic performance of students and pave way for quality assurance in schools. This is similar to Ajayi and Yusuf (2009) who agreed that compliance with instructional space in classroom, library and technical workshop and planning have influence on students' academic performance.

Decision making process was the next best predictor of school effectiveness (18.8%). Decision making is the life-wire of school administration, and quality decisions are what keep the organization relevant. This means that daily decisions which concern curriculum planning, teaching and learning, discipline, supervision, school-community relations and resource management is a significant factor in the effectiveness and efficiency of the school system.

The findings are in agreement with Adewunmi (1993), Bossert et al (1982), Mauri (2008), and Okeke (1985) who stated that the realization of school goals is through decision making, which should be a collective bargaining process for effective implementation of decisions in the educational system.

This finding also tallies with the Teachers' Code of Conduct (Article VI, paragraph 7). That it is a commitment on the part of school heads to involve members of the school community such as Parents-Teachers' Associations (PTA),

School-Based Management Committees (SBMC), Students' Representative Council (SRC) and educational experts and enthusiasts in the decision making process FRN (1990) .In the same vein it confirms the assertion of Mauri (2008) that students' involvement in decision-making processes could promote discipline, better attendance, less delinquency and higher academic achievements. Also, this finding indicates that, involvement of teachers in making school decisions have positive influence on their job satisfaction, motivation and students' learning outcome hence, the effectiveness of schools.

Instructional supervision happens to be the least predictor of school effectiveness, with a total contribution of 18.3% (0.183). This finding supports Ayeni (2012) who argue that achieving effectiveness in schools using external supervisory mechanism is inept, which requires the delegation of such roles to principals at the school level. It appears that a school-based instructional supervision is easier for principals to monitor, assess and evaluate teachers, students, the instructional process as well as other resources in the school on a daily basis, and providing opportunities for teachers to improve for effective service delivery and students' academic performance.

The finding also tallies with Usman (2015) that regular classroom visitation by principals is so strong in the determination of students' academic performance and that his/her positive comments in the presence of students build teachers' confidence and development on the job. When teachers are motivated on the job, students are motivated as well because their teachers will go the extra mile by employing various facilitative means within reach to enhance learning. Hence, principals' instructional supervision constitutes a leverage point for instructional improvement, teachers' development and efficiency of the educational system.

Another finding of the study is that there is a significant relationship ( $r=0.695$ ;  $p<.05$ ) between awareness of education laws and quality decision making in public secondary schools in Ondo state. School decisions bother on curricular/instructional programmes, transportation/communication systems, staffing, students/staff welfare, students/staff discipline, school plant maintenance, accommodation/ health facilities, admission policy, budgeting, purchasing, gaming and other extra-curricular activities. This finding is in agreement with Duze (2007), Hoy, Miskel and Tarter (2013), and Peretomode (1992) who opined that the result of decisions on issues as those stated above foster effectiveness of the school through quality instruction and learning opportunities in a pleasant and conducive atmosphere. Hence, to effectively attain an enabling environment for teaching and learning in secondary schools, principals as school administrators and instructional leaders must possess a high level of legal literacy as they exercise their authority in decision-making.

Findings of this study also tally with Duze (2007), Ikediugwu (2007), Ndeto (2013),Ofojebe (2007), Ogundele (1995),and Oluchukwu (1998) in stressing that decision making processes that are not guided by existing education

laws are often non-participatory of stakeholders and lead to litigation. This is also in line with the decided case of *Salamotu v BayoOjo (HIK/9/89)* of a teacher who unilaterally took an uninformed decision to beat and lock up goats that encroached the school premises. In this case, the defendant took a hasty decision because first, he was not in the position to take such decision and was not delegated in that regard. Secondly, he took the decision without due consultation which consequently made him liable.

Duze (2007) stressed that principals tend to be authoritative in making decisions, thus, denying subordinates the right to exercise meaningful control over the purposes and final social results of their academic endeavours. This deprivation, as viewed by scholars; Duze, (2007); Ikediugwu, (2007); Ndeto, (2013) Ofojebe, (2007); Ogundele, (1995), and Oluchukwu, (1998); is the foundation of oppression, which sometimes degenerates into vandalism, hooliganism, violent protests and incessant strike actions and further breakdown of law and order in schools.

### **Conclusion**

The study has shown that awareness of education laws determines effectiveness of public secondary schools in terms of students' academic performance. It has also shown that the level of awareness of education laws by principals influence compliance in all ramifications, particularly in decision making process.

### **Implication of the Findings**

The findings of the study disclose a moderate level of awareness of education laws, cutting across principals, teachers and students in secondary schools in Ondo State. Therefore, there is need for personal, collective or institutional intensification of efforts for the improvement of awareness of education laws because this appears to be the anchor and major determinant of school effectiveness.

### **Recommendations**

Based on the findings the following recommendations are made:

1. In order to improve stakeholders' awareness of education laws, the Ministry of Education and the Nigerian Universities Commission (NUC) should restructure the curriculum of Colleges of Education and education programmes in Universities to accommodate courses in law that are relevant in school administration.
2. The Ministry of Education, should also on a periodic basis sponsor as well as organise lectures and seminars on education laws and emerging legal matters/issues in the educational system so as to update teachers' and



principals' knowledge of the laws relating to the teaching profession and school administration.

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# PROBLEMS AND CAUSES OF POOR BUDGET PREPARATION IN SECONDARY SCHOOLS IN AWKA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

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## **Abstract.**

*This study was designed to examine the Problems and Causes of Poor Budget Preparation in secondary schools in Awka South Local Government Area (LGA) of Anambra State. A descriptive research design was used. Two research questions were formulated to guide the study. The population for the study stood at 36 respondents which are specifically 18 principals and 18 bursars from all the 18 government-owned secondary schools in Awka South (LGA). There was no sample and sampling technique because of the manageable number of the population. A 4-point rating scale questionnaire which was structured by the researcher was used as the instrument for data collection. The questionnaire was validated by three experts. Using split-half method, the instrument obtained a reliability index of 0.81. Data collected were analyzed using mean. The findings among others showed that some principals and staff do not take part in budget preparation and that most administrators misappropriate school funds. Recommendations were made to include that government should include the leaders and principals into budget committee and by so doing, problems and causes of poor budget preparation will be resolved.*

**Keywords:** Poor budget preparation, secondary schools.

## **Introduction**

The provision and expenditure of funds according to Kanu (2014) has thus become the focal points through which educational planning and management can become more effective and efficient. This is because funds constitute the nerve centre of the school and therefore must be properly planned, budgeted and managed in order for secondary schools to achieve their objectives. According to Nwokocha (2015), issues relating to un-planned and misappropriation of funds have caused many stakeholders in education to frequently ask questions regarding the availability of funds and how these funds are used.

Funds have been the primary concern of the principal who tends to be with inadequate instructional material, staff, etc. Onyekwelu (2014) further contends

that funds granted to schools are not sufficient to cater for the educational services of personnel, the provision of buildings, equipment, supplies and other items necessary for the operation of the school.

Post Primary Schools Service Commission (PPSSC) budget document (2017/2018), stipulates that some percentages of the school levies collected goes to the government purse while the Principal budget the remaining for the school activities. Principals are authorized to use 80% of equipment fee, 50% of library fee for the purchase of sports wears, sports facilities and equipment. The Principal can also apply for P.T.A levies when there are challenges like erection of new buildings and capital projects.

The school problems tend to persist in spite of the revenue it receives from different sources. These include annual education share of the budget allocations from government, revenue from levied taxes, voluntary contributions from local and international agencies, and donations from parents' teachers association, the community and philanthropists. The cost of goods and services required in the school system is a sufficient justification for the emphasis commonly placed on the management of school finance. For instance, the magnitude of the number of employees – teaching and non-teaching personnel, buildings equipment and supplies used in the school system shows among other things how important it is for the principal to have knowledge of basic school finance and budget preparation. However, the fundamental principle in educational finance is not necessarily how much money goes into school system, but how well the available funds are effectively managed through budgeting for the realization of school objectives. According to Ama (2005:291), “budget is a plan, quantified in monetary terms, prepared and approved prior to a defined period of time.” By implication, a budget usually shows the plan for the income to be generated and the expenditure to be incurred during a period of one year and the capital to be employed to achieve a given objective.

Roe in Ogbonnaya (2012) sees school budget as the translation of educational needs into a financial plan, which is translated for the public in such a way that when formally adopted , it expresses the kind of education the community is willing to support financially. This shows that a good budget attracts the support of the tax-payers whose money is being made use of and whose children are likely to benefit from contributions towards the budget as they are the primary source of information. However, inadequate provisions of funds may be the result of a “top-down” budget preparation procedure, which Okunamiri (2012) describes as a regressive budget preparation strategy. Since a budget is prepared for the school, it therefore means that the responsibility for its preparation should be spread out to all component units or departments. According to Roe in Ogbonnaya (2012) most stakeholders are not involved in the budget preparatory processes thereby posing a challenge (problem) to budget preparation. It is against this background that the

researchers intend to examine the problems and causes of poor budget preparation in secondary schools in Awka South LGA of Anambra State.

### **Statement of the Problem**

Looking at secondary schools in Awka South Local Government Area in the light of their objectives, one discovers that the realizations of teaching objectives have not only been difficult but also the quality of student performance in public examinations is overall unsatisfactory in recent times as against what it used to be in the past. This view is reinforced when consideration is given to numerous uncomplimentary remarks and comments made by most principals and other secondary school stakeholders on their inclusion in budget preparation. There are widespread allegations that principals are not part of the formulation of education policies. With regards to the causes of poor budget preparation procedure on the administration of secondary schools, an ineffective procedure may be the cause of, to some extent, poor implementation of educational programmes and non-attainment of school objectives.

This non-inclusion of principals in budget preparation seems to result in a show of apathy in the performance of their roles, ineffective budgeting procedure, which may lead to inadequate; teaching, learning materials, and funds to run the schools and consequently negatively affect the realization of school objectives which has created a gap, and it is this gap that this study intends to fill by carrying out a study of the problems and causes of poor budget preparation in secondary schools in Awka South Local Government Area of Anambra state. This study will be of great benefit to education stakeholders as it is geared towards throwing more light on the problems and effects of budget preparation in secondary schools.

### **Purpose of the Study**

The main purpose of this study is to determine the problems and causes of poor budget preparation in secondary schools in Awka South Local Government Area of Anambra state, Nigeria.

The specific objectives of the study are to:

1. Identify the problems the Principals encounter in budget preparation in secondary schools in Awka South Local Government Area of Anambra state.
2. Determine the causes of poor budget preparation in secondary schools in Awka South Local Government Area of Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What are the problems the principals encounter in budget preparation in secondary schools in Awka South Local Government Area of Anambra state?
2. What are the causes of poor budget preparation in secondary schools in Awka South Local Government Area of Anambra state?

### Method

A descriptive research design was adopted for the study. This study was carried out in Awka South Local Government Area of Anambra State, Nigeria. Population of the study consists of 36 respondents (18 principals and 18 bursars) from the 18 public secondary schools in Awka south Local Government Area. There was no sample and sampling technique since the population is small and manageable. The instrument used for data collection was a structured questionnaire developed by the researchers from relevant literature reviewed, which was validated by three (3) experts, and a reliability index of 0.81 was obtained, from Pearson method, which shows that the instrument is reliable. The copies of the questionnaires were distributed, to the respondents, and retrieved by the researchers with the help of two (2) research assistants. The data collected were analyzed using the arithmetic mean. The decision rule was that any item with a mean score from 2.50 and above was agreed, while any mean score below 2.50 was disagreed.

### Results

The results were presented according to each research questions:

**Research Question One:** What are the problems the principals encounter in budget preparation in secondary schools in Awka South Local Government Area of Anambra state?

**Table 1:** Mean rating of the problems the principals encounter in budget preparation in secondary schools in Awka South Local Government Area of Anambra state.

S/N	Items	SA	A	D	SD	Fx	X	Remarks
1.	Staff needs are not in relation to demand.	52	83	50	15	572	2.8	Agreed
2.	Some staff do not take part in budget preparation	40	80	65	15	545	2.7	Agreed
3.	Some administrators (principals) lack adequate knowledge of educational finance	12	62	74	52	342	1.7	Disagreed
4.	Some administrators misappropriate schools funds	58	80	32	30	566	2.8	Agreed

From table 1, Item one has a mean rating of 2.8 which means that staff needs are not in relation to demand. Item two has a mean rating of 2.7 which means that some staff do not take part in budget preparation. Item three has a mean rating of 1.7 which means administrators (principals) lack knowledge of financial education. Item four has a mean rating of 2.8 which means that some administrators misappropriate school funds.

**Research Question Two**

1. What are the causes of poor budget preparation in secondary schools in Awka South Local Government Area of Anambra state?

**Table 2: Mean rating of the causes of poor budget preparation in secondary schools in Awka South Local Government Area of Anambra state.**

From table 2, item one has a mean rating of 3.2 which means that funds to schools are not adequate which causes poor budget preparation. Item two has a mean rating of 1.8 which shows that financial contribution by local government is not a cause to poor budget preparation. Item three has a mean rating of 3.15 which means that financial problem in schools stem from misappropriation. Item four has a mean

S/N	Items	SA	A	D	SD	F <sub>x</sub>	X	Remarks
1.	Funds to schools are not adequate which causes poor budget preparation	80	85	30	5	640	3.2	Agreed
2.	Financial contribution by local communities causes poor budget preparation	20	30	10	100	370	1.8	Disagreed
3.	Financial problems in schools are a result of misappropriation	100	40	50	10	630	3.15	Agreed
4.	Flexibility in the budget are usually abused	90	60	30	20	620	3.1	Agreed
5.	Environment is usually abused in the budget	20	80	10	90	430	2.15	Disagreed

rating of 3.1 which agreed that flexibility in the budget is usually abused. Item five has a mean rating of 2.15 which means that environment is usually abused in the budget.

**Summary of Findings**

The results from the findings have shown that:

1. Some staff are not involved in budget preparation
2. Most administrators misappropriate school funds.
3. Funds to schools are not adequate due to poor budget preparation.
4. Financial problems in schools are a result of misappropriation,
5. Flexibility in the budget is usually abused.

**Discussion of Results**

Research question one aimed at finding out the problems principals encounter in planning and budgeting for their various schools. It was discovered



that staff needs are not in relation to demand. Out of the 36 respondents used for the study, 20 agreed that principals are involved in planning and budgeting of their schools. This study is in line with Olabode (2015) who opined that in the act of preparing or formulating budget, the Head of Schools are supposed to be active participants of the preparation aimed at moving the relevant economic system of the school from its current state towards a specified desired state.

Research question two aimed at knowing the causes of poor budget preparation in secondary schools in Awka south LGA. In line with the findings of the study, Okereke (2013) agreed that funds to schools are not that adequate due to poor budgeting preparation and schools do encounter financial problem as a result of misappropriation of funds from the parties involved. In contrast to the above findings, Oguh (2012) believe that preparation of budget in school has to be in line with contribution from all school administrators so as to hold them responsible if the need arises.

### **Conclusion**

The result of the study revealed that the problem facing our secondary schools is poor budget preparation. This problem is as a result of inadequate funding of the secondary schools and the educational system at large. Some other problems facing the sector is misappropriation of funds by the administrators, teachers and head teachers are sometimes ruled out when these budget are been formulated, and that top officials in secondary schools are sometimes corrupt. The problem of budget preparation and its causes has eaten deep into secondary schools in the area and if nothing is done about it in the future; secondary schools will be at the verge of collapsing, school will produce half-baked pupils, and there will also be poor infrastructure and delay in payment of teachers' salaries.

### **Recommendations**

The following recommendations were made:

1. That the government should include the school leaders; head teachers and principals into budget committee. By so doing, all the areas that the secondary schools are having problems will be identified and be well taken care of.
2. Before implementation of budget, the government should organize training for those who are charged with the responsibility of implementation of those budgets.
3. The funding of secondary schools should not be left in the hands of federal, state and local government alone, but that external hands should be part of it.
4. Most importantly, the government should find a way of fighting and eradicating corruption from the system. By so doing, every budget mapped out for secondary schools will be carried out adequately.

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# VIOLATION OF RIGHT TO THE DIGNITY OF HUMAN PERSON IN ANAMBRA BASIC SCHOOLS: CHALLENGES TO QUALITY UNIVERSAL BASIC EDUCATION.

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## **Abstract**

*The purpose of the study was to determine the extent of violation of students'/pupils' right to dignity in Anambra State Basic Education level and to ascertain the challenges posed by such violation to Universal Basic Education in the state. The study was guided by five research questions. Simple random sampling technique was used to draw 1,600 primary and 1,600 junior secondary school pupils/students as sample for the study. The instrument used for data collection was questionnaire constructed by the researcher in accordance with the research questions. Three experts from Nnamdi Azikiwe University Awka validated the instrument to ensure that the items are relevant to the purpose of the study. The instrument was also pilot-tested to ensure its reliability. The results showed that the internal consistency reliability of the items was high. The questionnaire was administered with the help of research assistants and the data collected were analysed using mean. The findings from the study showed that principals, head teachers and senior students to a large extent violate students'/pupils' right to dignity because they were not given fair hearing hence many a times they were dehumanized, abused, exploited and humiliated without adequate protection from the school management. Teachers subject students/pupils to various forms of abuse, exploitation and dehumanizing punishments and senior students greatly abuse, violate, dehumanize and humiliate the junior ones. Sometimes the senior students use the junior ones as house helps to fetch water for them, wash their clothes, and serve them food. The government also violates students' right to dignity as some of our government schools are in deplorable conditions among others. The study concluded that violation of students' right to dignity has devastating effect on Universal Basic Education which aims at universal and compulsory access to quality basic education for all children. The study recommended among others that the State Ministry of Education should organize workshops and seminars for principals and head teachers on education law particularly as it concerns discipline of students.*

## **Introduction**

Students as humans have some inalienable rights which if violated may result to litigation. There are certain conducts by school staff and school prefects which infringe upon the fundamental human rights of students as human beings with some worth and respect. Fundamental human rights are basic rights and freedom that belong to every person in the world from birth until death. These basic rights are based on shared values such as dignity, fairness, equality, respect and independence (UNICEF, 2011). Human rights are therefore natural rights which every citizen of a country is entitled to enjoy without fear of being prosecuted. They are not given to man by man but are earned by man for being a human being and they are necessary for his happy existence with himself, his fellow human beings and for participation in a complex society. Manzoor (2017) noted that the idea of human right is bound up with the idea of human dignity.

Teachers conduct in dealing with student need to be guided by constitutional rights of citizens because, the constitution is supreme to every other law in Nigeria and its provisions are binding on every citizen. The right to human dignity was provided in the Constitution of the Federal Republic of Nigeria, section 34 which states that every individual is entitled to respect for the dignity of his person (Federal Government of Nigeria, 1999). Accordingly; no person shall be subjected to torture or inhuman or degrading treatment, no person shall be held in slavery or servitude, and no person shall be required to perform forced or compulsory labour. Hence, any form of torture, inhuman or degrading treatment is a kind of trespass to the dignity of the individual. The implication is that teachers should be cautious in dealing with students otherwise they infringe on their fundamental human rights to dignity and this could lead to litigation.

The World Conference on Human Rights held in 1993 in Vienna stated that all human rights are derived from the dignity and worth of human person and that human person is the central subject of human rights and fundamental freedom. Sequel to this, United Nations Universal Declaration on Human Rights was signed in 1948 to provide a common understanding of what every one's rights are and to provide a basis for a world built on freedom, justice and peace. Thus the very essence of the convention is on human dignity and human freedom. United Nations Convention on human rights of the child in United Nations (UN) (2001) also emphasized human dignity in a number of places; Article 16 protects the child against unlawful attacks. Article 29 (1) of the convention also stresses that education should be child centered, child friendly and article 37 (a) emphasizes the right of the child not to be subjugated to cruel, inhuman and degrading treatment or punishment. This provision is designed to protect the physical and mental integrity of the child and thus ensure that school discipline is administered with respect to the dignity of the child.

Despite the world's agreement on the need for the protection of rights of children, it is common knowledge that the right to the dignity of human person is

constantly violated in schools. Most times, the feelings and rights of students are being neglected; students are made to feel worthless and treated more of objects rather than human beings. Sometimes teachers inflict injuries to students in a bid to discipline them. Students are at times deprived of the right to privacy, fair hearing and freedom of expression. This attitude is often reflected in teacher/student relationships and even in senior versus junior student relationship. There are also cases of bullying which can be referred to as “peer child abuse”. Limba and Nation in Anyikwa and Unachkwu (2006) opined that bullying involves repeated and negative act committed by one or more students against another. These acts may be physical in nature example kicking, shoving, hitting and pushing or verbal such as teasing, name calling, taunting, spreading of rumors, gossips and promoting social exclusion. According to United States Department of Education cited in Payton and Dupre (2009), students suffer different types of bullying such as harassment, being made fun of, being made subject of gossip, pushing, shoving, tripping, spitting, threatening to harm, excluding from activities and destroying someone’s properties on purpose. Continuing, they added that about 35% of children are reported to having been bullied during the school year, 2009. In line with the above scenario, United Nations Girls’ Education Initiative Report (2014) noted that approximately 246 million boys and girls around the world experience school related violence every year.

It is disheartening that many people who are active participants in the education system or who have strong interest in what goes on in the education system do not have adequate knowledge of fundamental human rights which also apply to the children under their care. Yoloye cited in Alike and Adoga (2017) lamented that most of those in the business of education know very little about the laws under which they operate hence some of these laws are often violated. Obi (2007) pointed out that any punishment that is wanton or malicious may make a teacher guilty of battery. In the same vein, Ikegbusi and Chigbo-Okeke (2016) observed that majority of teachers have low knowledge of trespass to person aspect of tort hence they still abuse students by using punishments that inflict injuries on them. Ignorance of the education law particularly as it concerns disciplining of students may be costly or even disastrous to the educational system. It is therefore pertinent for educational administrators and teachers to have a sound and functional knowledge of the law that guides their relationship with the students as ignorance of the law is not an excuse.

A child’s ability to survive and develop can be hampered or marred due to violence and exploitation inside school through hazardous and unregulated forms of child labour, child abuse, dehumanization and bullying. Children who are humiliated, dehumanized, rejected and excluded from activities are more likely to suffer from fear, anxiety, low self-esteem and avoid social interaction and thus more likely to withdraw from school (Anyikwa & Unachukwu 2006, Buhs, Ladd & Herald (2006), Soudermann, Jaffe and Schieck 1996). This tallies with Manzoor

(2017) who discovered that violation of students' rights in school hinders the learning capacity of students, reduces the zeal for creativity and devastates the process of personality thereby distorting academic performance and inner potentials of students. Continuing, Manzoor added that violation of students' rights engraves anti-social personality and rivalry thought towards the society. To this end, school personnel need to be conscious of students' rights bearing in mind that their actions or inactions may cause infringement of the rights of the students which they are supposed to protect.

Students as human beings also have right to safe, healthy, protective and stimulating environment. According McGuirk and Mills ((2014) the right to human dignity includes access to food, shelter, education and conducive and safe environment. Child's Right Act cited in Maduewesi (2005), pointed out that children have right to basic facilities such as safe water, clean surroundings and good toilets because if the school environment is not clean, safe and secured, children will be exposed to accident and diseases. Contrary to the above provisions, Alike, Oforjebe and Ezeugbor (2013 ) found out that the status of sanitation and hygiene was very poor in public primary schools in Anambra State. Most of the schools were overgrown with weeds, mountains of refuse dumps, stagnant water and pot-holes were seen here and there inside the school premises. Many primary schools in the state were without toilets and some that had still operated the pit toilet system. The situation is indeed appalling and worrisome as children are exposed to danger and diseases.

The main purpose of Universal Basic Education is to provide free access to basic education to all Nigerian children of school age and thus reduce the incidence of drop-out from the formal education system. It cannot be disputed that the aim of universal basic education may not be realized if children are exploited, dehumanized and abused during the early years which are very critical for social and emotional development. Hulshof (2009) noted that humiliation and abuse are not only a violation of the child's right to dignity but also counterproductive to literacy as it can lead to absenteeism, physical illness, turnover and reduced morale. United Human Rights Watch (2016) added that school based violence including bullying deeply affects children's ability to learn, undermines their physical and psychological wellbeing and often causes them to drop out of school. Hence every student in school has the right to feel emotionally safe and free from embarrassment and humiliation by teachers and by fellow students because when this safety is violated not only does academic performance suffer but such students might never be free from the hurt for the rest of their lives. This study therefore seeks to determine the extent to which students rights to dignity are being violated at basic education level in Anambra State and challenges which such violation pose to quality universal basic education in the state.

The study was guided by the following research questions:

1. To what extent do principals/head teachers violate students/pupils' right to human dignity?
2. To what extent do teachers violate students/pupils' right to human dignity?
3. To what extent do senior students violate students/pupils' right to human dignity?
4. To what extent does government violate students/pupils' right to human dignity?
5. What are the challenges posed by violation of students' right to dignity on universal basic education?

### **Methodology**

The study adopted a survey research design. The population of the study comprised 18,139 basic 6 and 14,327 upper basic 3 otherwise referred to as JSS3 students in public primary and secondary schools in Anambra State respectively.

A multi stage sampling procedure was used to draw the sample for the study. Firstly, simple random sampling technique was used to select eight out of the twenty-one local government areas in Anambra State. Simple random sampling technique was used to draw five basic schools and five secondary schools from each of the eight sampled local governments and this gave a total of 40 basic schools and 40 secondary schools. Thereafter, a simple random sampling technique was again used to draw 40 basic 6 pupils from each of the five sampled basic schools giving a total of 1600 pupils. Again, simple random sampling technique was also used to draw 40 JSS3 students from each of the 40 sampled secondary schools and this gave a total of 1600 JSS3 students giving a grand total of 3,200 respondents.\

The instruments used to collect data for the study was a questionnaire titled Violation of Students' Right to Human Dignity (VSRHD). The questionnaire contained 44 items organized in clusters according to the research questions. Three experts from Nnamdi Azikiwe University Awka validated the instrument to ensure that the items are relevant to the purpose of the study. The instrument was pilot-tested to ensure its reliability and the data obtained were analyzed using Crombach Alpha. The result gave a grand mean coefficient of 0.84, which shows that the internal consistency reliability of the items was high. The questionnaire was administered with the help of research assistants who were trained on how to assist the pupils in answering the questionnaire. Out of the 3,200 copies of the questionnaire distributed, 3,042 were returned which accounted for about 95% of the total questionnaire distributed. The data collected were analyzed using mean.

**Results**

**Table 1: Mean Responses Of JSS 3 And Basic 6 Students On The Extent To Which Students' Right To Is Violated By Principals /Head Teachers.**

S/N	ITEMS:	JSS3 Students	Basic 6 Pupils	Decision	Decision
	Principals/Head teachers				GE
1	Do not allow students/ pupils to express themselves when maltreated by teachers.	3.22	GE	3.01	
2	Do not allow students/ pupils to express themselves when maltreated/bullied by prefects /senior students /pupils without coercion or fear.	2.86	GE	2.92	GE
3	Do not create avenues /mechanisms where students/pupils can complain of issues of abuse/victimization in confidence.	3.19	GE	3.27	GE
4	Do not allow students /pupils to participate in making decisions that affect them.				
5	Make derogatory remarks about students/pupils and their parents for non-payment of levies;	3.07	GE	3.48	GE
		2.86	GE	2.92	GE
6	Embarrass students /pupils who wear bushy hair through reckless hair cut;	2.64	GE	2.87	GE
7	Disgrace students/pupils who wear wrong school uniforms by removing their dresses in the public;	2.59	GE	2.31	GE
8	Disgrace students/pupils who wear wrong sandals by removing their sandals leaving them to walk barefooted;	2.92	GE	2.84	GE
9	Belittle students by punishing them without giving them opportunity to defend themselves;	2.96	GE	3.11	GE
10	Disgrace students who wear worn out uniforms publicly during morning assembly;	2.69	GE	2.73	GE
11	Call students derogatory names when they misbehave.	2.94	GE	3.23	GE
12	Belittle students/pupils by reading their private letters.	2.33	LE	1.08	LE



S/N	ITEMS:	JSS3 Students	Basic 6 Pupils	Decision	Decision
13	Treat students like objects by giving them humiliating punishments such as: lying down under the sun, make them jump like frog, stand with one leg up, one down and two hands up;	2.31	LE	2.07	LE
<b>Grand Mean</b>		<b>2.78</b>	<b>GE</b>	<b>2.73</b>	<b>GE</b>

Results of the data on Table 1 showed that eleven items; serial numbers 1-11 have mean scores above the accepted cut off score of 2.50 while two items; serial numbers 12-13 have mean scores below the accepted cut off score. Also the grand mean score of 2.78 and 2.73 for JSS3 and Basic 6 respectively showed the respondents' agreement that both principals and head teachers violate to a great extent students/pupils right to human dignity.

**Table 2: Means Responses Of Students/Pupils On The Extent To Which Teachers Violate Pupils/Students' Right To Dignity.**

S/N	ITEMS Teachers	JSS3 students	Decision Basic 6	DECISION	
14	Give students/pupils forced labour such as digging pit, washing toilets and carrying sand without considering their age	2.65	GE	2.22	LE
15	Make derogatory statements such as block head or empty vessel about students who perform poorly in tests and examinations	2.77	GE	2.98	GE
16	Punish students/pupils unduly for inability to buy textbooks.				
17	Give dehumanizing punishment to students such as; Lying students down under the sun with eyes up; jump like frog, standing with one leg up, one down.	2.81 2.63	GE GE	2.57 2.21	GE LE
18	Give excessive punishment to students due to non-payment of school levies				
19	Make derogatory remarks about students for not buying textbooks	2.66 2.73	GE GE	2.76 2.65	GE GE
20	Deprive students/pupils from writing tests/assignments due to non-payment of levies	2.75	GE	2.74	GE
21	Flog students for failing tests or assignments	2.65	GE	2.62	GE
22	Give corporal punishment such as Flogging to students/pupils	2.95	GE	2.68	GE
<b>Grand Mean</b>		<b>2.73</b>	<b>GE</b>	<b>2.60</b>	<b>GE</b>

Analysis of the data on Table 2 above revealed that all the 9 items except items and 17 for basic 6 have mean response scores above the accepted cut off of 2.50. Also grand mean response scores of 2.71 and 2.60 for JSS3 students and Basic 6 pupils respectively indicate the respondent accept that both primary and secondary school teachers violate children’s right to human dignity.

**Table 3: Mean Responses of Students/Pupils on the Extent to which Senior Students/Pupils Violate Students/Pupils’ Right to Human Dignity**

S/N	ITEMS	JSS3 students	Decision	Basic 6	Decision
23	Give junior students/pupils humiliating punishments such as: lying down under the sun, make them jump like frog, standing with one leg up, one down and two hands up;	2.72	GE	1.87	LE
24	Giving fellow students/pupils forced labour such as: digging pit, washing toilet and carrying sand	2.78	GE	0.11	LE
25	Exploit junior students and forcefully take what belongs to them	2.86	GE	1.32	LE
26	Exploit junior students by using them to wash their clothes, fetch water for them, serve them food , wash their plates after eating and lay their beds.	2.64	GE	0.05	LE
27	Dehumanizing and subjecting junior students/pupils to mental distress by calling them derogatory names, making them object of fun, threatening to harm them, destroying their properties, pushing and shoving them.	2.84	GE	2.61	GE
<b>Grand Mean</b>		<b>2.77</b>		<b>1.19</b>	

Results of the data on Table 3 showed that all the items for both JSS 3students have mean response scores above the accepted cut off score 2.50 while all the items for basic 6 pupils except item 27 have mean response scores below 2.50. Also, grand mean response scores of 2.77 and 1.19 in secondary and primary schools respectively showed that students/pupils’ violation of fellow students/pupils’ right to human dignity is very much higher in secondary schools.

**Table 4: Mean Responses of JSS3 And Basic 6 Students/Pupils On The Extent To Which The Government Violates Students/Pupils’ Right to Dignity**

S/N	ITEMS	JSS3	Decision	Basic 6	Decision
28	Non provision of adequate classrooms for students/pupils;	2.38	LE	2.01	LE
29	Non provision of adequate source of clean water	2.62	GE	2.85	GE
30	Non provision of safe and secured environment	2.21	GE	2.76	GE
31	Non provision of adequate learning materials	2.74	GE	2.83	GE
32	Non provision of adequate health facilities in the school	2.67	GE	3.31	GE
33	Non provision of good toilet facilities	2.61	GE	2.83	GE
34	Non provision of lunch for students/pupils	3.33	GE	2.98	GE
35	Non provision of constant electricity	3.23	GE	3.51	GE
	<b>Grand Mean</b>	2.72	GE	2.89	GE

The data on Table 4 showed that all the items were accepted except items 28 for both JSS3 and Basic 6 while item 30 was rejected by JSS 3 only. This shows that Government violates students’ right to dignity in both primary and secondary schools.

**Table 5: Mean responses of students/pupils on challenges posed by violation of students/pupils’ Right to human dignity.**

S/N	ITEMS	JSS3	BA SIC 6	DECISION
36	Absence from school and from classes		3.23	
37	Accepted	2.65		Accepted
38	Loitering while the lesson is going on		3.09	
39	Accepted	3.43		Accepted
40	Mental distress		2.96	
41	Accepted	3.28		Accepted
42	Low self-esteem		2.78	
43	Accepted	2.71		Accepted
44	Low morale		3.04	
45	Accepted	3.33		Accepted
	Poor student achievement		2.88	
	Accepted	3.18		Accepted
	Physical harm		2.76	
	Accepted	2.89		Accepted
	Anti-social behavior		2.65	
	Accepted	2.59		Accepted
	Fear and tension		2.93	
	Accepted	3.37		Accepted
	Drop-out from school		2.56	
	Accepted	2.72		Accepted

Results on Table 5 above show that the respondents agree that all the ten items listed are challenges posed to Universal Basic Education by violation of students/pupils right to human dignity.

### **Discussion**

The results from the data analysis indicated that both principals and head teachers violate students'/pupils right to dignity. This is evident in their relationship with the students/pupils. The study showed that students/pupils were not given fair hearing when maltreated by teachers and no avenues were provided for them to lay their complaints in confidence. Hence, many a times students were being dehumanized, abused, exploited and humiliated without adequate protection from the school management. This is against the child's fundamental right to human dignity which states that no child should be subjected to inhuman or degrading treatment. Diwunma and Anyikwa (2008) opined that a child's ability to survive and develop can be hampered or marred due to violence and exploitation inside and outside the school through hazardous and unregulated forms of child labour and exploitation. Adebeyeje cited by Nwapa (2015) opined that many of those operating in the educational system are not aware of the laid down rules and regulations governing the system. Along the same view, Yoloye in Alike and Adoga (2017) lamented that most of those in the business of education know very little about the laws under which they operate hence some of these laws are often violated.

The findings from the study also revealed that teachers subject students/pupils to various forms of abuse, exploitation and dehumanizing punishments. This finding is in accord with the Nwapa (2015) who discovered that many teachers in secondary schools in Ebonyi State were ignorant of the law; hence they were using illegal punishments because they were not aware of the legal implications of their actions. Ikegbusi and Chigbo-Okeke (2016) stated that teachers have been found guilty of assault and battery cases in a bid to discipline students. Cheng (2011) pointed out that education law does not protect any teacher who fails to apply appropriate disciplinary measures while disciplining students. The implication is that teachers should have knowledge of the law guiding students' rights as ignorance of the law will not protect them from being prosecuted if found guilty.

The study also revealed that senior students greatly abuse, violate, dehumanize and humiliate the junior ones without adequate control from the school management. Sometimes the senior students use the junior ones as house helps to fetch water for them, wash their clothes, and serve them food. The senior students also call the junior ones different types of derogatory names, bully them and give them different forms of dehumanizing punishments. Sometimes they forcefully take what belong to them. This corroborates the report of United States Department of Education cited in Payton and Dupre (2009) that about 35% of children are being bullied each school year. United Nations Girls' Education Initiative Report (2014)

reported that approximately 246 million boys and girls around the world experience school related violence every year.

It was also found out that many schools are without good toilets, clean water supply, safe and secured environment, adequate learning and health facilities. McGurk and Mills ((2014) pointed out that the right to human dignity also includes access to food, shelter, education and conducive and safe environment. To this end, the government also violates students' right to dignity as some of our government schools are in deplorable conditions.

It is not possible for students/pupils to achieve maximally if they are constantly exploited and dehumanized. Hence, violation of students' right to dignity has devastating effect on Universal Basic Education which aims at universal and compulsory access to quality basic education for all children irrespective of family background, ethnic group, gender and physical dispositions.

The study revealed that violation of students' right to dignity of human person may lead to absenteeism, loitering while lesson is going on; mental distress; low self-esteem; low morale; poor student achievement; physical harm; and anti-social behavior. This agrees with the findings of Anyikwa and Unachukwu (2006) who observed that different forms of students/pupils' abuse create a sense of fear and insecurity in the victims and could result to absenteeism, poor academic achievement and drop-out from school. Anyikwa (2006) also pointed out that academic success can only be achieved in a safe environment that promotes self-esteem and self efficacy of all students. The finding also supports United Human Rights Watch (2016) which noted that school based violence and exploitation deeply affects children's ability to learn, undermines their physical and psychological wellbeing and often causes them to drop out of school.

### **Conclusion**

Principals, teachers, senior students/pupils and the government violate students/pupils right to human dignity. This is a serious challenge to UBE as violation of students/pupils' right to dignity could lead to social, physical and mental distress which may in turn lead to absenteeism, poor academic achievement or even total drop-out from school thereby hindering the child from access to basic education.

### **Recommendation**

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

1. The state Ministry of Education should organize workshops and seminars for principals/head teachers and teachers on education law particularly as it concerns discipline of students. This will enable them become more aware of students' rights and the consequences of violation of those rights.
2. Principal/head teachers should organize seminars/workshops for students/pupils on law guiding school discipline and bullying. They should also

- put in place rules and regulations against bullying and corporal punishment as well as punishment to be meted to anyone found guilty of such act.
3. School principals and head teachers should provide mechanisms for students to lay complaints concerning students/pupils exploitation, victimization, dehumanization and bullying by teachers and senior students/pupils.
  4. The Government should make Education law with particular emphasis on common torts should be made a compulsory course in all teacher training institutions in the country.
  5. The Ministry of Education should develop students/pupils manual with emphasis on school bullying policy and each student will be issued a copy of the hand book on admission.
  6. Government should improve school environment by providing adequate infrastructure and social amenities so as to make the school more child-friendly and conducive for learning.

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