

INFLUENCE OF EDUCATION ON YOUTHS FOR DEMOCRACY AND SUSTAINABLE DEVELOPMENT IN NIGERIA

¹Okafor, Ogechi *Ph.D.*, ²Ikeche, Nkiru *Ph.D.* & ³Obikwelu, Chinwe *Ph.D.*

^{1&3}*Department of Educational Administration, Faculty of Education, University of Lagos*

²*Department of Adult Education, Faculty of Education, University of Lagos*

Abstract

When young adults lack the appropriate education that promotes active participation in democratic life they tend to lose interest in politics. It therefore becomes necessary to equip young adults with the appropriate knowledge, skills and attitudes required for development, active citizenship, respect for human rights of every person, sustainable and inclusive society. This study assessed how educational programmes and activities can be used as a tool to prepare young adults for active and appropriate participation in democratic life for sustainable development. Three research questions and two hypotheses were raised for the study. The descriptive research design was adopted to assess 1,200 respondents randomly sampled from a population of 12,000 from the university of Lagos post graduate studies using proportionate stratified random sampling technique. Questionnaire titled Education, democracy and sustainable development in Nigeria (EDSDQ) was used to elicit data from respondents. Research questions were answered using mean, while the research hypotheses were tested using Pearson's Product Moment Correlation. Findings of the study include that; teaching and learning of the right values, skills and attitude enhance young adults' participation in democratic life; education to be inculcated into the lives of the young adults include; respect for life, social and work ethics, integrity, responsibility, respect for laws and regulations, productivity, punctuality and change of attitude towards work, national and sustainable development; conclusively, there is significant correlation between education, democracy and sustainable development. It was therefore recommended that decision makers and curriculum developers should include comprehensive and appropriate policies and curricula in schools that will promote and sustain civic education to enhance sustainable development in Nigeria.

Keywords: Education, Democracy, Development, Sustainability, Participation

Introduction

Education is very crucial in the transmission of cultural knowledge and development of attitudes towards democratic activities and sustainable development of any nation. In the past, family and schools have been the only source used to promote societal values, beliefs and ways of life of any society. Pirsl, Marusic and Pokrajac-Bulian (2007), stated that our young adults need to understand how

democracy works and how they can help to keep and improve it. This is because good civic education and human rights is necessary to assist every young person in acquiring knowledge, understanding and skills pertinent to efficient functioning as an individual and as a citizen in a local setting, national society and the world community.

Education according to Nnabuo and Asodike (2009), is defined as power and a process of acquiring knowledge, skills, ideas that shape and condition man's attitude, actions and achievements. Therefore, education is important as a tool to be used to equip young people with potentials such as literacy, confidence and attitudes that they need to promote active participation in democratic life. This implies application of knowledge, skills and attitudes acquired in a free and effective manner as influenced by values and motivation for personal fulfilment, development, active citizenship, inclusive society as well as sustainable development. Though it could be difficult to visualise exactly a sustainable world, one can at least understand what is unsustainable in our societies in terms of what constitutes problems in our society. These include abuses of human rights, corruption in all areas of life, inefficient use of resources at our disposals, among others.

Education and Democracy

Democracy in modern day is seen to be the most supported political tool for development and social change in the society of any nation. Democracy is based on equity and justice, the rule of law and the preservation of human rights. Fundamental elements of a thriving democracy are usually a strong civil society, an active and free press, strong and fair legal system, checks and balances on power, and free and fair elections. Democracy as a system of governance, assumes that every individual is capable of enjoying a set of basic liberties and opportunities, including the capacity to participate in democratic government and hold public offices. Several prominent scholars have linked increase in education with improvements in democracy (Dahl, Friedman, Lipset as cited in Eduardo and Yeaji 2015). This is because education is supposed to promote democracy by influencing the competence and cognitive orientation of individuals, and by providing experiences that instill democratic values. The challenge facing societies and humanity today in terms of achieving appropriate democratic strategies for sustainable development is how to motivate people to change basic behaviours and activities that are problematic to our environment.

Shechtman, Winfield and Manning, Kincal and Isik,(as cited in Subba, 2014) identified some democratic values, beliefs or principles which include: freedom, equality, justice, autonomy, cooperation, shared decision-making, sense of community, respect of life, justice, self-esteem, tolerance, responsibility, safety, peace and development. Establishing democracy mostly depends on the understanding, skills and attitudes of people which would be the primary responsibility of education. Abdullahi, (2007) posited that in any democratic society, education remains at the core of national stability, security and an instrument for

political and economic growth and development. This is because schools have the essential role in this process as they maintain structured and formal educational programmes. Howe and Covell, cited in Subba (2014) claims that democratic values must reflect in both the formal curricula and through unambiguous teaching. Therefore, to be recognised as a democratic institutions and systems according to Westall (2015), the society must have popular controlled environment, inclusiveness, adequate information and understanding of the position of others and transparency in decision making.

In spite of its widespread acceptability, democracy is still struggling to develop in Nigeria. This is because it is assumed that democracy has not been able to enhance the provision of basic human needs and equal distribution of available resources that sustains development of a nation. The question according to Carr (2008) is, do our educational systems encourage, support, and cultivate a democratic experience for students? Hence how do we understand the word democracy and how it is taught in schools throughout the formative years of these young adults? This is because it has become an obvious factor that institutions have an important role to play in cultivating and shaping the democratic experiences for students in relation to their present and future attitudes, behaviours, belief system and commitment regarding democracy. To this end, it has become important to identify and put forward strategies for enhancing civic knowledge, skills and active participation in democratic activities.

There is the need to equip the populace with change of attitude, action and participation towards democratic activities by acquiring relevant education and skills in order to promote developmental efforts in our nation. Efforts to promote democracy for sustainable development involve training and information aimed at building and equipping the populace to abide by the following principles which include: social and work ethics, integrity, responsibility, respect for laws and regulations, productivity, punctuality and change of attitude towards work and national development. This implies not only providing our youths with knowledge, laws and regulations but also to impact the necessary skills needed to promote, apply and sustain these values and attitudes in their daily life. In the study carried out by Eduardo and Yeaji (2015), using an expanded data set on educational attainment that covers most of the post war era, the study findings indicate that increases in level of education improve levels of democracy. The study also reveals that democratizing effect of education is more forceful in poor countries.

According to UNESCO (2015), other fields that are related to and supportive of education for democratic citizenship and human rights education are global citizenship education, education for mutual respect and understanding, peace education, education for sustainable development and intercultural/multicultural education. These areas are essential in order to prepare young people to be active, responsible and caring participants in their communities and the nation for sustainable development. Furthermore, UNESCO (2015) asserts the need for competence-based

curriculum approach with learner outcomes to include knowledge, attitudes, skills and the development of dispositions and capacities among young people to be able to apply the appropriate democratic principles in their daily lives. At a point, the ideas of sustainable development and democracy overlap and are interdependent. Common to both sustainable development and democracy is participation (Westall, 2015). Participation in terms of commitment by all stakeholders to tackle some of the global challenges and also ensure that the differences between the two ideas are resolved to ensure that current political democratic systems adapt in the direction of achieving sustainable development. He stated that the justice, legitimacy and transparency achieved by democratic contests and safeguards can also make the achievement of sustainable development fairer, more widely justified, and acceptable. Hence sustainable development can be seen as a process and a set of desirable outcomes. In other words, sustainable development is a pre-requisite for thriving democracies.

Education and Sustainable Development

Sustainable development is a continually evolving concept, therefore, difficult to define. The Brundtland Commission and Ugwu and Ijah (2011) defined “sustainable development” as development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. According to the commission, sustainable development is believed to have three components: environment, society, and economy. The well-being of these three areas is intertwined, not separate and a society relies on the resources available to ensure a healthy environment. There is the need for the appropriate education that will improve understanding of social institutions and their role in change and development; increase awareness of resources availability and effects of human activity on the environment and climate change; and to create sensitivity to the potential and the limits of economic growth and its impact on society and the environment. Therefore, education directly affects sustainability plans in areas like imbuing the culture of implementing the informed sustainability goals, good community-based decisions which will affect social, economic, and environmental well-being; and improves the quality of life of its citizenry. The National Town Meeting on Sustainability (Rogers, 1999) believe that sustainable development means new technologies and new ways of doing business, which allow people to improve quality of life without prejudicing the ability of future generations. The goal of educational system according to Onyenemezu (2012) is to provide a balanced individual capable of surviving in an environment and contributing meaningfully towards peace co-existence of the society to which they belong. The culture of peace fosters sustainable development since it is aimed at helping people cope resiliently and creatively with ethical, cultural, political, environmental and other social transformation. What is needed for a culture of peace is an integrated, comprehensive education covering human rights, democracy, international understanding, tolerance, non-violence, multi-cultural and other values conveyed through the coordinated behaviour as presented in a school environment

(Onyene, Ikeche, Okafor & Iriobe, 2015). These can be achieved through re-examining curricular at all levels (pre-school to professional education) to address the need for sustainable development.

Statement of the Problem

Nigeria became a constitutional democratic nation since 1999, but today with over 180 million populations, the nation is characterised by a very weak political and economic system, persistent ethnic and religious conflicts which have given rise to fear of insecurity, disunity, national instability, rising inequality among others. When young adults lack the appropriate education that promotes active participation in democratic life they tend to lose interest in politics. It therefore becomes necessary to equip young adults (25-35years) with the appropriate knowledge, skills and attitudes required for development, active citizenship, and respect for human rights of every person, sustainable and inclusive society. This study therefore, assessed how educational practices and activities can be used as a tool to prepare young adults for active and appropriate participation in democratic life for sustainable development in Nigeria.

Purpose of the Study:

The purpose of this study is to:

1. Determine the extent to which educational policies and implementation programmes influence young adults active participation in democratic activities in Nigeria;
2. Ascertain the effectiveness of the current educational programmes for sustainable development;
3. Identify strategies for promoting appropriate democracy and sustainable development needed in Nigeria.

Research Questions:

The following research questions guided the study:

1. To what extent do educational policies and implementations influence young adults' participation in democratic activities in Nigeria?
2. How effective are the current educational programmes for sustainable development in Nigeria?
3. What are the strategies for promoting appropriate democracy and sustainable development in Nigeria?

Hypotheses:

1. There is no significant relationship between education and democracy in Nigeria.
2. There is no significant relationship between education and sustainable development in Nigeria.

Theoretical Framework/Conceptual Framework

This study is based on open-systems theory. The systems theory focuses on the arrangement of and relations between the parts which connect them into a whole. The System approach in any field of human endeavour is that which emphasizes a functional integration of parts, components and subsystems into a workable whole using as one of its major means, effective communication and information flow, (Ejiogu 1990). In essence system theory in the context of education as a means for democratic and sustainable development views every educational institution as a coordinated network of people, materials and events organized for optimal achievement of the nation’s democratic and sustainable development. Thus the system approach takes into consideration and emphasizes the interactiveness and interdependence of all the components of education and the larger society, which is its supra system. This is depicted in the model below.

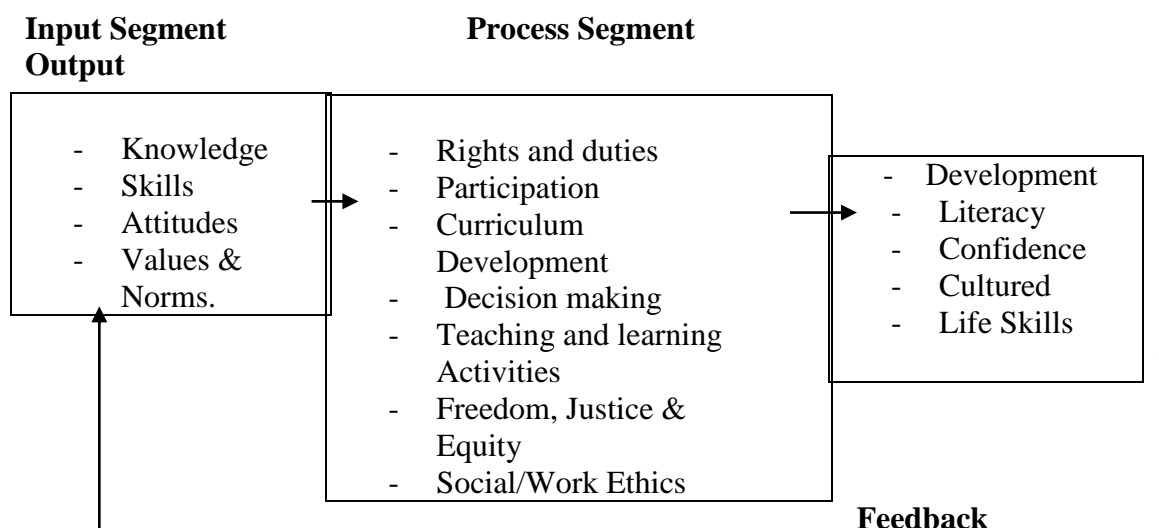


Fig. 1: An Integrated Model of Education, Democracy and Sustainable Development Adapted from Okafor, 2015.

Education is perceived to be a tool for acquiring knowledge, skill, experience, values and attitudes for development. To guarantee democratic and sustainable development, education must interact with the principles and values of democracy and sustainability in terms of freedom, justice and equity, team work, respect for human rights among others to ensure a civilized, refined, cultured, and educated society.

Method

The study adopted the descriptive survey research design. The study population included all post graduate studies students of University of Lagos numbering 12,000. A sample size of 1,200 was drawn out of the 12,000 population of post graduate students of University of Lagos, Akoka. The sample was drawn using simple random sampling technique. The instrument for data collection was titled Education,

Democracy and Sustainable Development Questionnaire (EDSDQ), and was validated by four academic staff of educational administration and experts in educational management. This is to ensure face and content validity. The Cronbach alpha was used to determine the reliability of the study instruments and reliability coefficient of 0.80 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 rating 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 below this value are considered to be on disagreeing affirmation, while items above the value are on affirmative side. Mean scores were used in answering the research questions.

Data Analysis and Result Presentation

Research Question 1: To what extent do educational policies and implementations influence young adults?

Table 1: Educational policies, implementations and democratic activities in Nigeria

S/N	ITEMS	Mean	Std Dev
1.	My formal education has no influence on my attitude to democratic activities.	2.85	1.04
2.	The only time I am engaged in democratic activity is when I vote on election day.	2.71	0.98
3.	Our lecturers modeled democracy every day in classroom activities.	2.88	0.78
4.	Lack of democratic education in schools hinders political literacy among the students.	2.76	0.99
5.	I lack willingness to participate in a peaceful demonstration.	2.45	0.96
6.	I could be more active by voicing out my concerns, but I am not interested.	2.92	0.98
7.	My school organizes training sessions aimed at building and equipping the students to abide by democratic principles	3.07	0.84
8.	School authority does not interfere in student union activities	2.69	0.71
9.	Projects are assigned to students in groups to encourage team work	2.76	0.81
10.	Student unionism in my school is structured in a way that encourages active participation in democratic activities	2.07	0.93
Grand Mean		2.72	0.90

Table 1 above shows the mean distribution of educational policies, implementation and democratic activities in Nigeria. The table revealed that eight out of the ten items of the study, the respondents agreed to the items with a mean score value above 2.5 criteria mean indicating positive response. Respondents with a mean score of 3.07 agreed that school organized sessions aim at building and equipping the students with democratic principles, With a mean score of 2.88 the respondents agreed that lecturers model democracy on daily basis in class activities, The respondents agreed with a mean score of 2.85 agreed that formal education has no influence on their attitude to democratic activities. On the other hand, respondents with mean score of 2.07 disagreed on the issue that student unionism in school is structured to encourage active participation in democratic activities. Also respondents with mean score 2.45 disagreed that they lack willingness to participate in a peaceful demonstration. From the table it is deduced that educational policies and implementation influence young adult participation in democratic life with a grand mean of 2.72.

Research Question 2:

How effective are the current educational programmes for sustainable development in Nigeria?

Table 2: Current educational programmes and sustainable development in higher institutions in Nigeria

S/N	ITEMS	Mean	Std Dev
1.	Curriculum content of my programme in school encouraged appreciation of customers and communities as part of social responsibility of a business	2.10	0.80
	Those engaged in activities harmful and poisonous to an environment must be forced to pay compensation	2.04	0.95
2.	Resource management should be part of our school curriculum	2.81	0.87
3.	My involvement in teamwork exposed me to appreciate the benefit of co-existence.	1.82	0.83
4.	Educational activities help to expose students to access information to improve and protect our environment.	2.95	0.82
5.	I have learnt that there must be co-ordination and mutual collaboration in implementing ethnic and regional policies.	3.04	0.77
6.	My active participation in club activities responsible to promote social inclusion has influenced my attitude towards good governance	2.36	0.92
7.	Lack of clear and easily accessible complaint mechanism hinders national development	3.23	0.89
8.	Lack of effective communication flow between the citizens and the government hinders national interest in politics	2.83	0.99
Grand mean		2.58	0.87

A look at the above table shows that respondents agreed to the statements that: lack of clear and easily accessible complaint mechanism hinders national development with a mean of 3.23, there must be co-ordination and mutual collaboration in implementing ethnic and regional policies with a mean score of 3.04; lack of effective communication flow between the citizens and the government hinders national interest in politics, with mean score of 2.83; and resource management should be part of our school curriculum with mean of 2.82. Meanwhile respondents disagreed that their involvement in teamwork exposed them to appreciate the benefit of co-existence, with mean score of 1.82; those engaged in activities harmful and poisonous to an environment must be forced to pay compensation, with mean of 2.04 and through the curriculum of activities in school they learnt to appreciate customers and communities as part of social responsibility of a business with mean score of 2.10. With a grand mean of 2.58, it is deduced that our current educational programmes are effective for sustainable development in Nigeria.

Research Question 3

What are the strategies for promoting appropriate democracy and sustainable development in Nigeria?

Table 3. Strategies for promoting appropriate democracy and sustainable development in higher institutions in Nigeria

S/N	ITEMS	Mean	Std Dev
1.	Team work	2.65	0.74
2.	Improved access and quality of education	3.46	0.59
3.	Public understanding and awareness of sustainability goals	3.01	0.80
4.	Re-orienting existing education to address sustainability	3.25	0.87
5.	Adequate training related to sectors of the economy	3.14	0.89
6.	Use of technology to learn, live and work	2.81	0.82
7.	Demonstration of global literacy	2.87	0.92
8.	Demonstration for civil and community engagement in sustainable programmes	2.79	0.81
9.	Ensure critical and analytical thinking among the students	2.71	0.74
Grand Mean		3.02	0.86

In discussing the strategies for promoting appropriate democracy and sustainable development in higher institutions, table 3 shows that respondents agreed to improved access and quality of education with mean of 3.46; re-orienting existing education to address sustainability with a mean of, 3.25; the need for public understanding and

awareness of sustainability, with mean of 3.01; demonstration of global literacy, 2.87, with the least mean score being 2.71 on ensuring critical and analytical thinking among the students.

Hypotheses 1:

There is no significant relationship between education and democracy in Nigeria.

Table 4: There is no significant relationship between education and democracy in Nigeria.
Education and Democracy

Variables	N	Mean	SD	df	r-cal	r-crit	Sig	Inference
Education	1200	23.200	9.453	1998	0.631	0.195	0.00	Sig
Democracy	1200	27.143	3.037					

Table 4 shows that the mean score of democracy of 27.143 is greater than the mean score of education of 23.200. In addition the calculated value of $r\text{-cal} = 0.631$ is greater than the table value of $r\text{-crit} = 0.195$. This is significant at 0.05%. The hypothesis stated above is therefore not accepted. This implies there is a significant relationship between education and democracy in Nigeria.

Hypotheses 2:

There is no significant relationship between education and sustainable development in Nigeria.

Table 5: There is no significant relationship between education and sustainable development in Nigeria.
Education and Sustainable Development

Variables	N	Mean	SD	df	r-cal	r-crit	Sig	Inference
Education	1200	23.200	9.453	1998	0.887	0.195	0.00	Sig
Sus. Dev	1200	23.825	9.0251					

Table 5 shows that the mean score of sustainable development of 23.825 is greater than the mean score of education 23.200. In addition the calculated value of r -

0.887 is greater than the table value of $r = 0.195$. This is significant at 0.05%. The hypothesis stated above is therefore not accepted. This implies there is a significant relationship between education and sustainable development in Nigeria.

Discussion of Findings

The result of the study reveals positive influence of educational policies and implementations on young adults' participation in democratic activities in higher institutions with an average mean score of 2.72. This is because respondents agreed that lack of interest among young people most time is caused by the school not modelling democratic activities, lack of capacity building and unwillingness of the students to participate in peaceful demonstration due to lack of structured student's unionism. The consequence has reduced active participation of young people in democratic activities during and after school. The result of the study in research question one and hypothesis one revealed that there is a significant relationship between education and democracy in Nigeria with the co-efficient values of $r_{cal} = 0.631$ is greater than the value of $r_{crit} = 0.195$. Respondents agreed that lack of democratic education in schools hinders political literacy among the students with a mean score of 2.76. This is in line with the study carried out by Eduardo and Yeaji (2015), on educational attainment and democracy level. Their finding indicates that increase in the level of education improve levels of democracy. The study also reveals that democratizing effect of education is more forceful in poor countries. However, with adequate knowledge and capacity building on democratic education for sustainable development, young people would be more dedicated in participating in democratic activities.

The finding of the study also indicates that there is positive effect of the current educational programmes on sustainable development in higher institutions. This contradicts the report by the United Nations Educational, Scientific and Cultural Organization (UNESCO) statistical year book and the World Education Report which reveals that in the United States more than 80 per cent of the population has some post-secondary education, and about 25 per cent of the population has a four-year degree from a university yet their per-capita energy use and waste generation are nearly the highest in the world (Hopkin and Mckeown, 2002). From this example, more education has not led to sustainability. The report has shown that it is not just about higher level education but acquiring the appropriate and adequate education needed to solve national sustainable practices. However, with a grand mean score of 2.58, the respondents agreed that the current educational programmes and practices have helped minimally to create awareness and enhance sustainable development practices in Nigeria. This is because with a mean score of 3.04 the respondent agreed that they have learnt that there must be co-ordination and mutual collaboration in implementing ethnic and regional policies. The results of the study in research question two and hypothesis two revealed that education and sustainable development are significantly related with the co-efficient values of $r_{cal} = 0.887$ and $r_{crit} =$

0.195. Respondents agreed that lack of clear and easily accessible complaint mechanism hinders sustainable and national development with a mean score of 3.23.

The result of the study also reveals that the strategies for promoting appropriate democracy and sustainable development in higher institutions are significant and positive with a grand mean of 3.02 and standard deviation of 0.80. The findings in table 3 revealed that all the items on the table that include team work, improved quality of education, increased awareness, adequate knowledge, capacity building, development of creative and analytical thinking, re-orientation of the students and useful application of technological tools are very important strategies for promoting appropriate democracy for sustainable development in Nigeria.

Conclusion

The study was to determine the extent to which educational activities can be used to prepare young adults for active and appropriate participation in democratic life for sustainable development. The study reveals that educational activities in higher institutions have positive influence on democratic participation of young people and in ensuring a sustainable development. Despite the various educational programmes and activities initiated by the government, young people are yet to develop positive attitude towards active participation in democratic activities. Therefore, there is the need to increase awareness through trainings to instil sustainable values and practices among young people.

Recommendations

Based on the findings of the study, the researchers recommend as follows:

1. Given that one of the challenges facing the society today in terms of achieving appropriate democratic strategies for sustainable development is how to motivate people to change basic behaviours and activities, it therefore becomes necessary for the reorientation of young adults for sustainable development.
2. There is need to integrate sustainable development programmes into the school curricula at all levels of education to imbibe the culture.
3. Decision makers and curriculum developers should include comprehensive and appropriate policies and curricula in schools that will sustain and promote civic education to enhance sustainable development.

References

- Abdullahi S.A (2007). *Education and democracy in Nigeria. Vision 2020*. Retrieved from <http://www.gamji.com/article6000/news6705.htm> Brundtland Commission, (1987). Retrieved from [https:// en.m.wikipedia.org](https://en.m.wikipedia.org)
- Carr, P. (2008). Educators and education for democracy: Moving beyond thin democracy. *International Journal of Education for Democracy*.1(2), 148-165.
- Eduardo A. and Yeaji K. (2015). The democratizing effect of education. SAGE Journal Retrieved from [http://journals.sagepub.com /doi/abs/10.1177 /2053168015613360](http://journals.sagepub.com/doi/abs/10.1177/2053168015613360)
- Ejiogu, A. (1990). *Educational management: A system approach* Lagos: Lantern books Limited.
- Hopkins, C. And Mckeon, R. (2002). Education and sustainable development: An international perspective. In D. Tilburg, A. B. Stevenson & D. Schreuder (Eds) *Education and sustainability: Responding to the global challenges. Commission on Education and Communication, IUCN, Glend, Switzerland and Cambridge, UK* 206
- Nnabuo, P.O.M & Asodike, J. D. (2009). Exploring education as a tool for sustainable development in Nigeria. *European Scientific Journal*, 8(10), 1-11.
- Pirsl, E. , Marusic-Stimac, O. & Pokrajac-Bulian, A. (2007). The attitudes of students and teachers towards Civic Education and human rights. *Metodick, Obzori*, 2, 2. Retrieved from [https://www.researchgate.net/publication/233729503_The_Attitudes_of_Students_and Teachers_Towards_Civic_Education_and_Human_Rights](https://www.researchgate.net/publication/233729503_The_Attitudes_of_Students_and_Teachers_Towards_Civic_Education_and_Human_Rights)
- Okafor, O. U. (2015). *Organisational structure, policy implementation process and qualitative basic education delivery in Anambra State, Nigeria*. A Ph.D thesis, University of Lagos, Nigeria.
- Onyene, V.E, Ikeche, N.A. Okafor, O. & Iriobe, C. (2015). Integrating peace culture into instructional leadership behaviour of public school teachers in Lagos State. *Journal of National Association of Educational Administration and Planning*. 14(2), 153-171
- Onyenemezu, E.C. (2012). Adult Education as a tool for nurturing Nigeria's nascent democracy. *Journal of Education and Practice* 3(5), 7- 14.

- Rogers, T. J. (1999). National Town Meeting for a Sustainable America: An Opportunity to Advance Higher Education for Sustainability *The Declaration*, 3 (1)
- Ugwu, A.N. & Ijah, C.N. (2011). Achieving gender equity in conflict management and Sustainable development in Nigeria through adult education, *Journal of Adult Education and Development*. 1, 1.
- UNESCO 2015, Curriculum development and review for democratic citizenship and human Rights education. Retrieved from <http://unesdoc.unesco.org/images/0023/002343/234386e.pdf>
- Westall, A. (2015). The Relationship between democracy and sustainable development. *Foundation for Democracy and Sustainable Development*. www.fdsd.org/publications. Retrieved 20/6/2017
- Subba, D. (2014). Democratic values and democratic approach in teaching. Retrieved from <http://pubs.sciepub.com/education/2/12A/6/>

ANALYSIS OF PRINCIPALS' LEADERSHIP ROLES FOR SECONDARY SCHOOLS IMPROVEMENT IN ANAMBRA STATE

Ezeugbor, Carol Obiageli Ph.D¹ & Thompson, Chidinma Chinenye²

^{1&2}Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka, Anambra State

Abstract

The study analyzed principals' leadership roles for secondary schools improvement. The study was conducted in Anambra State. Two specific purposes were formulated and two research questions guided the study. Descriptive survey design was adopted the study. The study population comprised all the 258 principals in public secondary schools in the State. No sampling was used due to the manageable size of the population. A 14 items researcher developed instrument titled "Principals' Leadership Roles for School Improvement Questionnaire (PLRSIQ)" was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The validation of the instrument was established by three experts from the faculty of Education, Nnamdi Azikiwe University, Awka, while Cronbach alpha was used to determine the reliability of the instrument which yielded the overall coefficient value of 0.82, considered high enough for the instrument usability. Copies of the instrument were administered by the researcher together with the assistance six research assistants. Data collected were subjected to analysis using mean and standard deviation. The findings revealed among others that principals do not play students' personnel services roles for secondary schools improvement in Anambra State by not; providing counseling services, ensuring adequate security for safety of students, embarking on community sensitization to increase students' enrollment, and providing adequate furniture in the classroom. Therefore, it was recommended among others that there should be partnership between the school management and donor agencies or in order to raise fund to provide adequate students' personnel services in the areas of adequate furniture in the classroom, medical facilities, counseling services among others. Conclusion was drawn based on the findings.

Keywords: Leadership Roles, Teachers' Incentive, Students' Personnel Services, School Improvement.

Introduction

The demand for competent leaders across all facets of the society is on the increase. Instituting organizational changes and development require the persistent efforts of an individual or few individuals with clear focus and excellent leadership abilities to stimulate others towards goals attainment. Leadership as defined by Okoli (2015) is the ability to guide, persuade, influence people to willingly, painlessly and enthusiastically work towards the achievement of common goals. Also, Yukl (2010) stated that leadership is a way of influencing an individual to work toward the personal or organizational goals or objectives willingly. Okoli

further asserted that as a matter of fact, leadership involves the ability, skills and power to influence subordinates through persuasion, motivation and human relations. In the school system, there are notable subordinates which include; teachers, non-teaching staff and students. These subordinates work along with the school leaders (principal) to transform educational policies into practices. Therefore, leadership in the context of this study is the continuous efforts towards stimulating and influencing staff and students enthusiastically to work towards the realization of leadership roles of principals in secondary school.

Leadership roles are administrative activities aimed stimulating subordinates' commitment to organizational goals. At the secondary level of education, there are numerous leadership roles performed by the school principal which include; supervising teachers, motivating and overseeing the needs of teachers and students, managing school resources, involving stakeholders in decision making process, encouraging teamwork among others. Ezeugbor and Akinfolarin (2018) noted that the school principal perform varying leadership roles which include; training and development of personnel, overseeing staff needs, providing students personnel services, and creating a conducive teaching and learning climate. Providing incentive packages to teachers, ensuring effective communication on instructional programmes, motivating students to learning, providing opportunities for teachers' professional advancement, and efficiently utilizing available time for adequate curriculum coverage are instructional leadership roles or practices of school principal. Furthermore, Ahmed (2016) listed leadership roles to include: monitoring of students' progress, providing incentives for teachers, promotion of professional development and providing incentives for students among others. Part of the above leadership roles considered in this study are; teachers incentives and students personnel services' roles. Unfortunately, most of the school principals seem not to practice some of these leadership roles in its entirety thereby leading to some level of inefficiency in the school system.

Incentive is a tangible or intangible expression of appreciation to individual(s) or employees in order to increase their dedication to organization's success. Providing both intrinsic and extrinsic incentives for teachers for effective service delivery. Teachers perform varying tasks assigned to them by the principal, apart from discharging their instructional delivery duty. It is the duty of the principal as the school leader to encourage teachers for better performance through adequate incentives. In the same line, Mehmet and Yan (2017) posited that effective school leaders provide incentives for teachers and students to improve the quality of teaching and learning activities in school. Showing care and concern, recognition of achievement, presenting gift items, recommending for training scholarship and promotion among others are provision of teachers' incentives role of school principal. However, the difficulties in principals' ability to play significant roles in the areas of stimulating teachers and students through the provision of teachers' incentives and rendering quality personnel services to students poses a threat on school improvement.

Similarly, Ashraf and Mohammad (2014) pointed out that stability of work, participating in decision-making, commitment, persistence, recommendation for promotion as at when due and also appreciating employees (teachers) by thanking them are all forms of moral incentives. In addition, principals' provision of merit award, bonuses, in-service training, equipping of staff offices and recognition of outstanding staff could encourage teachers'

regularity and punctuality in school, preparation of their lessons, attending classes as scheduled and effective delivery of their classroom instructions (Onyali & Akinfolarin, 2017). Principal's inability to create conducive teaching and learning climate and appreciation of teachers' and students' efforts aid dissatisfaction and may ignite conflict in the school. Hence, promoting teachers satisfaction and rendering adequate students personnel services is imperative to successful teaching and learning outcome.

Schools are set up not for teachers, not for parents, not for educational administrators but for students (Emetaron cited in Nwakpa, 2015). Students are the products of the school system in which the goals and national policies of education are reflected. However, despite the fact that the standard and quality of education is measured through students' achievement, some school leaders are less concerned as regards the well-being of the students across all tiers of the school system. Apart from ensuring uninterrupted instructional delivery to students, the provision of other services to augment the classroom instruction is vital to students' academic achievement. Student personnel services in the view of Akuchie in Ejeh, Okenjom and Chizi-Woko (2016), are those services and functions that complement classroom instruction for the total development of the individual. Akpan and Onabe (2016) opined that students' personnel services involves all the activities and services that are rendered to students for the achievement of the educational objectives.

Students' personnel services are series of supportive activities rendered in a bid to enhance the aspiration and academic achievement of students. Akpan and Onabe further highlighted these services to include; the provision and management of library services, guidance and counseling services, health services and recreational services to mention but a few. The provision of health and safety facilities, counseling services, sport services, equipped library, career orientation, recreational facilities among others are series of students' personnel services rendered to students. Part of the leadership tasks of the school principal is to ensure that quality educational services are rendered to the students who are the products of the school. Principals must devote adequate time to attend to the needs of all students irrespective of other administrative tasks. Similarly, Hallinger and Murphy (2013) pointed out that finding time to perform multifarious tasks is one of the greatest challenges of leadership for school improvement in the principals' job.

School improvement is about witnessing a steady growth in all aspects of the school, basically in the area of students' academic outcome. Similar to this, Nnebedum and Egboka (2017) asserted that school improvement is concerned with strengthening learning and other related conditions toward bringing about higher students' performance. It is about enhancing students' achievement through focusing on teaching-learning and the conducive conditions which support it such as an enabling classroom environment, provision of instructional materials to mention but a few. (Ashiq, Naseer & Nasarullah, 2014). School improvement cannot be realized without enhancing the teaching and learning process for excellent performance of students in all aspects. In the view of Onyali and Akinfolarin (2017), school improvement is about experiencing a progressive change in teaching and learning processes thereby leading to better academic performance of students. Change and innovation is introduced into the school by a school leader who is innovative, visionary and competent in

discharging his or her leadership roles. This can be achieved by being creative and positively exploiting ones initiative towards problem solving ideas. However, irrespective of the imperativeness of effective leadership to school improvement, some school leaders still find it difficult to play key leadership roles to improve the standard of their schools. Similarly, Egboka, Ezeugbor and Enueme (2013) lamented that the state of some secondary schools in Anambra State is worrisome as made manifest by dilapidated buildings, shortage of classroom accommodation, lack of consumable items (e.g. chalk), inadequate staff welfare, shortage of school furniture for students and teachers, lack of essential facilities such as water, light, toilet facilities and low levels of teacher productivity.

Principal is vested with the responsibility of improving and turning the school by appropriately playing key leadership roles. The continuous challenges experienced by some public secondary schools in Anambra State are worrisome. These challenges range from teachers inability to successfully supervise co-curricular activities and other assigned tasks which are The outside their instructional delivery duty. Also, the low attendance of students in school, incessant conflict among students, low commitment to learning, cases of health emergencies among others is also a source of concern towards the effective administration of schools. These challenges perhaps may be as a result of the principal's inability to play certain leadership roles so as to improve the current state of the school by providing encouragement to teachers and students and also the personnel services in the school. It is against this basis that the study aimed at analyzing principals' leadership roles for secondary schools improvement in Anambra State.

Purpose of the Study

The main purpose of this study is to analyze principals' leadership roles for secondary schools improvement in Anambra State. Specifically, the study sought to ascertain:

1. Teachers' incentive roles of principals for secondary schools improvement in Anambra State.
2. Students' personnel services roles of principals for secondary schools improvement in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the teachers' incentive roles of principals for secondary schools improvement in Anambra State?
2. What are the students' personnel services roles of principals for secondary schools improvement in Anambra State?

Method

The study adopted a descriptive survey design and was conducted in Anambra State. The study population comprised all the 258 principals in public secondary schools in the State. No sampling was used due to the manageable size of the population. A 14 item researcher developed instrument titled "Principals' Leadership Roles for School Improvement

Questionnaire (PLRSIQ)" was used for data collection. The instrument was structured on a four rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The validation of the instrument was established by three experts, two from the Department of Educational Management and Policy and one from the Department of Educational Foundations (Measurement and Evaluation Unit), Faculty of Education, Nnamdi Azikiwe University, Awka. The suggestions and inputs of the experts were reflected on the final draft of the instrument. Cronbach alpha was used to determine the reliability of the instrument which yielded the coefficient values of 0.78 and 0.86 were obtained for parts I and II respectively of the instrument PLRSIQ. The overall coefficient value of 0.82 was considered high enough for the instrument usability. Copies of the instrument were administered by the researcher together with the assistance of six research assistants who were briefed on how to approach the respondents and the exercise lasted for the duration of five weeks. A total of 258 copies of the questionnaire were distributed and 244 copies were properly filled and successfully retrieved, indicating 95 percent return rate. Data collected were subjected to analysis using mean and standard deviation. The mean responses were adjudged on the basis that any mean score of 2.50 or above is taken to indicate agreement while any mean score that falls below 2.50 is taken as disagreement.

Results

Research Question 1: What are the teachers’ incentive roles of principals for secondary schools improvement in Anambra State?

Table 1: *Teachers’ incentive roles of principals for secondary schools improvement*

S/N	Items	\bar{x}	SD	Decision
1.	Recommending teachers for promotion to ignite them for greater instruction delivery	2.56	0.71	Agree
2.	Praising teachers for excellent performance to trigger higher instructional performance	3.01	0.67	Agree
3.	Issuing end-of-year award to high performing staff to stimulate more outstanding instructional performance	2.10	0.62	Disagree
4.	Maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles	2.74	0.81	Agree
5.	Involving staff in decision- making process to enhance their commitment in implementing the instructional programme	2.55	0.73	Agree
6.	Encouraging the non-teaching members of the PTA to distribute food items to teachers on a termly basis	2.16	0.58	Disagree
7.	Rewarding the achievement of team members to encourage teamwork for school improvement	2.42	0.70	Disagree
Mean of means and Standard Deviation		2.51	0.69	Agree

Premised on analysis on Table 1, respondents agreed on items 1, 2, 4 and 5. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that teachers’ incentive roles for secondary schools improvement include; recommending teachers for promotion to ignite them for greater instruction delivery, praising teachers for excellent performance to trigger higher instructional performance, maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles, and involving staff in decision- making process to enhance their commitment in implementing the instructional programme. However, respondents disagreed on items 3, 6, and 7. This is shown by mean ratings of the items that fall below the cut-off mean of 2.50. This implies that respondents disagreed that issuing end-of-the-year award to high performing staff to stimulate more outstanding instructional performance, encouraging PTA

members to distribute food items to teachers on termly basis, and rewarding the achievement of team members to encourage teamwork for school improvement are among their teachers' incentive roles for secondary schools improvement.

The mean of means' value of 2.51 which falls above the cut-off mean score of 2.50 indicate agreement on teachers' incentive roles of principals for secondary schools improvement. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Research Question 2: What are the students' personnel services roles of principals for secondary schools improvement in Anambra State?

Table 2: *Students' personnel services roles of principals for secondary schools improvement*

S/N	Items	\bar{x}	SD	Decision
8.	Providing counseling services for students to enhance their interest in teaching and learning	2.15	0.50	Disagree
9.	Equipping the school library with relevant books to facilitate academic activities	2.51	0.62	Agree
10.	Providing first aid equipment in school in case of students' health emergencies	2.65	0.47	Agree
11.	Adequate security is provided to ensure the safety of students	1.14	0.56	Disagree
12.	Sport facility is provided to boost students interest in sporting activities	2.50	0.55	Agree
13.	Embarking on community sensitization to increase students' enrolment	2.16	0.49	Disagree
14.	Providing adequate furniture in the classroom to create conducive environment for effective teaching and learning	2.22	0.71	Disagree
Mean of means and Standard Deviation		=	2.19 0.56	Disagree

Data presented on Table 2 revealed that respondents agreed on items 9, 10 and 12. This is shown by mean ratings of the items that fall above the cut-off mean of 2.50. This implies that respondents agreed that students' personnel services roles of principals for secondary schools improvement include; equipping the school library with relevant books to facilitate academic activities, providing first aid equipment in school in case of students' health emergencies, and providing sport facility to boost students' interest in sporting activities, while

respondents disagreed on items 8, 11, 13, and 14. This is shown by mean ratings of the items that fall below the cut-off mean of 2.50. This implies that respondents disagreed that providing counseling services for students to enhance their interest in teaching and learning, ensuring adequate security is provided for safety of students, embarking on community sensitization to increase students' enrollment, and providing adequate furniture in the classroom to create conducive environment for effective teaching and learning are among their students' personnel services roles for secondary schools improvement.

The mean of means' value of 2.19 which falls below the cut-off mean score of 2.50 indicate disagreement on teachers' incentive roles of principals for secondary schools improvement. The standard deviation scores for all the items in the cluster are within the same range, indicating that the respondents are homogeneous in their responses.

Discussion

Premised on data analysis on Table 1, the study found out that teachers' incentive roles played by principals for secondary schools improvement in Anambra State include; recommending teachers for promotion to ignite them for greater instruction delivery, praising teachers for excellent performance to trigger higher instructional performance, maintaining mutual relationship with teachers to create an atmosphere of confidence in performance of their instructional roles, and involving teachers in decision-making process to enhance their commitment in implementing the instructional programme. This is similar to the finding of Ahmed (2016) which revealed that providing incentives for teachers was being performed though not significantly. Nevertheless, this is inline with the findings of Onyali and Akinfolarin (2017) which revealed that involving staff in decision-making process to enhance their commitment, paying prompt attention to teachers on- the-job problems, praising teachers for excellent performance, assigning responsibility with commensurate authority to give teachers opportunity to demonstrate their skills and maintaining mutual relationship among others are teachers' incentive practices of secondary school principals in Oyo State.

Findings on Table 2 revealed that principals do not play students' personnel services roles for secondary schools improvement in Anambra State by not; providing counseling services for students to enhance their interest in teaching and learning, ensuring adequate security is provided for safety of students, embarking on community sensitization to increase students' enrollment, and providing adequate furniture in the classroom to create conducive environment for effective teaching and learning. The present finding is in agreement with the finding of Alimi, Ehinola and Alabi (2012) who lamented that in South-West Nigeria secondary schools, instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective, that is, classrooms are not spacious enough. In the same line, Akpan and Onabe (2016) reported that despite the efforts of some stakeholders, yet the problem of managing student personnel services effectively to enhance sustainable secondary education still persists. If student personnel services are not consciously rendered, the quality of school product (students) will be uncertain.

Conclusion

Experiencing uninterrupted operation and steady growth in the school is no doubt a product of a good school leader who is able and willing to constantly play the roles accorded to him/her. However, based on the findings of the study, it is concluded that principals play teachers' incentive roles for secondary schools improvement in Anambra State. The study also concluded that principals do not play students' personnel services roles for secondary schools improvement in Anambra State.

Recommendations

The following recommendations were made based on the findings of the study:

1. School principal should encourage teachers to be more committed to duties through the use of incentive practices by issuing end-of-the-year award to high performing staff and also rewarding the achievement of team members to encourage teamwork for school improvement.
2. There should be partnership between the school management and donor agencies or in order to raise fund to provide adequate students' personnel services in the areas of adequate furniture in the classroom, medical facilities, counseling services among others.

References

- Ahmed, K.A. (2016). Instructional leadership practices in secondary schools of Assosa zone, Ethiopia. *International Journal of Advanced Multidisciplinary Research and Review*, 4(7), 192-05.
- Akpan C. P. & Onabe D. B (2016). Management of students' personnel services and sustainable secondary education in Calabar education zone of Cross River State, Nigeria. *Global Journal of Human Resource Management* 4, (3) 16-26.
- Alimi, O.S. Ehinola G.B & Alabi, F.O. (2012). School types and academic performance of students in Ondo State, Nigeria. *School Administration and Management*, 1(1), 19-41.
- Ashiq, H., Naseer, A.S. & Nasarullah, V. (2014). Leadership strategies for school improvement: A qualitative approach. *Journal of Social Science for Policy Implication*, 2(2), 267-281.
- Ashraf, M.A. & Mohammad, S.A. (2014). The roles of incentives and reward system in enhancing employees' performance: A case of Jordanian travel and tourism institutions. *International Journal of Academic Research in Business and Social Science*, 4(4), 326-341.

- Egboka, P. N., Ezeugbor, C. O. & Enueme, C. P. (2013). Managerial skills and enhancement strategies of secondary school principals. *Journal of Education and Practice*, 4, (26), 168-174.
- Ejeh, E. I., Okenjom, G. P. & Chizi-Woko, C. N (2016). Management of student personnel services in Nigerian tertiary institutions. *IOSR Journal of Research & Method in Education*, 6, (3),1-6.
- Ezeugbor, C.O & Akinfolarin, A.V (2018). Administrators' managerial competencies for sustainable human resource management in secondary education in Enugu State, Nigeria. *European Journal of Education Studies*, 4, (3) 21-31.
- Hallinger, P. & Murphy, J. F. (2013). Running on Empty? Finding the Time and Capacity to Lead Learning. *NASSP Bulletin*, 97(1) 5–21.
- Mehmet, S.B. & Yan, L. (2017). Multilevel analysis of the relationship between principals' perceived practices of instructional leadership and teachers' self-efficacy perceptions. *Journal of Educational Administration*, 55(1), 49-69.
- Nnebedum C. & Egboka P.N. (2017). Analysis of resource management strategies adopted by principals for secondary schools improvement in Enugu State, Nigeria. *International Journal of Advance Research and Innovative Ideas in Education*, 3(3), 4124-4129.
- Nwakpa P. (2015) Student personnel management: a panacea for effective secondary school administration in Nigeria. *Journal of Research in Humanities and Social Science* 3, (5) 62-64.
- Okoli, O. S. (2015). Major leadership roles of school principals for effective inclusive education programme in Nigeria. *National Journal of Inclusive Education*, 3, (1). 174-182.
- Onyali, L. C. & Akinfolarin, A.V. (2017). Principals' provision of incentives practices for secondary schools improvement in Oyo State. *Unizik Journal of Education Graduates*, 4(1), 24-36.
- Yukl. G. A. (2010). *Leadership in Organizations*. (7th ed.). Upper Saddle River, NJ: Prentice Hall.

NIGERIAN RECESSION AFTERMATH: IMPLICATIONS FOR THE EDUCATIONAL MANAGEMENT OF STUDENTS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE.

¹Okoye, Faith Ogechukwu Ph.D & ²Okorji, Perpetua Ph.D
*^{1&2}Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awka.*

Abstract

The study investigated Nigerian recession aftermath: implications for the educational management of students in tertiary institutions. Two research questions and one hypothesis guided the study. Descriptive survey design was adopted. 106 students were sampled from the 534 final year students in the nine departments, Faculty of Education Nnamdi Azikiwe University, Awka. Simple random sampling technique was employed to obtain 20% of the respondents from each department. The instrument for data collection was a questionnaire. The validation of the instrument was done by experts in Educational Management and Policy Department and an expert in Measurement and Evaluation in Educational Foundations Department of Nnamdi Azikiwe University, Awka. Cronbach alpha was used to determine the reliability of the instrument. This yielded reliability co-efficient of 0.85. Data obtained were analyzed through mean and t-test statistic. Findings of the study indicate that, educational management services are poorly provided in tertiary institutions due to recession aftermath. Also, dearth of funds affects the educational management of students in tertiary institutions. Based on the findings, the study recommends among others that, prioritizing adequate budgetary allocation and making adequate provisions for educational management of tertiary students by the government is imperative and apt.

Keywords: Recession, Educational Management, Tertiary Institution.

Introduction

Educational management of students in Nigerian tertiary institutions after recession navigates the developmental stride of the country. Effective educational management is a determinant factor that propels the quality of Nigerian tertiary education graduates as well as education curriculum delivery. To that end, the need to examine the implications of recession aftermath is of paramount importance.

Recession has no general acceptable definition but it is considered as a long period of decline of a nation's economy. Besides the foregoing, National Bureau of Economic Research (NBER) defines recession more broadly as 'a significant decline in economic activity spread across the economy lasting more than a few months, normally visible in real GDP growth, real personal income, employment, industrial production

and wholesale-retail sale. A recession begins when the economy reaches a peak of activity and ends when the economy reaches its trough.’ (IMF 2009)

Recession is a social upheaval in the education sector which hinders and devastates academic attainment of tertiary students. It impacts negatively the various facets of the educational sector.

Consequently, Osalor (2016) laced his views regarding recession as a period when the economy of a nation declines significantly for at least six months. That means there is a drop in the following five economic indicators: real Gross Domestic Product (GDP), Income, Employment, Manufacturing and Retail Sales. The outcome of the indicators are interwoven, hence, may be imparting negatively on the educational management of tertiary institution students. Based on this platform, Osalor further noted that people often say that a recession is when the GDP growth rate is negative for two consecutive quarters or more.

Accordingly, the National Bureau of Economic Research (2010) as the official tracker of economic cycles in United States opined that recession is a period between a peak and a trough (of a business cycle) during which a significant decline in economic activity spreads across the economy. In addition, recessions are characterized by negative real GDP growth and increase in unemployment. Against this backdrop, Nigerian recession visualized as an economic downturn in many sectors of the nation’s development, tertiary education inclusive received a different status when the federal government announced in September 2017 that, Nigeria is out of recession. This stance accentuated the views of many Nigerians. Oyesola (2018) wrote: The National Bureau of Statistic (NBS) said, “Nigeria has exited its worst economic recession in more than two decades, notching up growth of 0.55 per cent in the second quarter of 2017” The findings of the study will give credence to the veracity of the above assertion. On his part, Ademola, National President of Hotel and Personal Senior Staff Association countered the above view saying that, “the report was simply a theoretical discourse” which he backed up with cogent reasons.

Suffice it to say were the views of Fayemi (2018) Former Governor of Ekiti State, who presented the three cardinal themes of President Buhari’s administration as: restoring security particularly in the North East, fighting corruption and rebuilding economy. Bearing in mind that the discourse of this paper hinges on the third or last cardinal theme, it brings to focus Fayemi’s stance, as follows: “The economy is out of recession, even though we still have a lot of grounds to cover...” This distinctly highlights the import of this study. The veracity of “even though we still have a lot of grounds to cover...” elucidated the focus of the study on Nigerian recession aftermath, its implications to the educational management of tertiary institution students.

Educational management is a major thrust in the outcome of any academic enterprise, therefore Okoye and Ebenebe (2016) posit that, educational management deals with academic fields at all levels of learning in the school system. In that consideration, school managers need to be properly educated in the various thrusts of

the school system in order to be adequately equipped for the challenges arising from the students under their care.

In view of the foregoing, no organization can thrive without management which is a concept found in all human endeavours. Hence, management entails effective care, control of somebody or a situation in order to achieve the organisational objective. Based on the significant role of management in every organisation, Olugbenga, Ejeh and Salawu (2011) opined that management depicts guidance, leadership and control of the efforts of a group towards some common objectives. For the purposes of this work, management entails being in control or in charge of lecturer-student interaction, which encompasses qualified personnel counseling, peer interaction, government and parental involvement in the educational activities of students in Nigerian tertiary institutions. Given the above, one may be faced with the big question of what actually is being managed in Nigerian tertiary institutions. Obviously, issues such as, funds, personnel, school plant, human and material resources, payment of salaries, enrolment, learning experiences, core curricular among others are the challenging areas of management in Nigerian tertiary education after recession.

Buttressing the importance of management in education Ocho (2005) highlighted that, “the unquantifiable values attached to education management accounts for the reason why nations, organizations and even private individuals allocate financial resources, human and material resources on the provision of qualitative education for the citizens. One may be poised to question what the situation is regarding Nigerian tertiary education, when the nation had been declared to be out of recession since last year. Take funding of education as an example, 2018 budget for education in Nigeria is 7.04% despite the 26% UNESCO minimum budgetary requirement, education which is considered the bedrock of any nation’s development notwithstanding.

Surprisingly, Alonta (2018) reporting the assertions of a legislator and Deputy Chairman, House Committee on Appropriation, Hon Chris Emeka Azubogu on justification for low budgetary allocation thus: “the abysmally low allocation to the education sector is based on resources available”. To further justify his position, he said that the recommendation for education budget should be domesticated based on each nation’s resources. This may imply that such advocates are ignorant of the values of requisite knowledge via education and its attendant benefits. As a result of the low budgetary funding of education, tertiary institutions bear the brunt alongside families in educating the students. At the same time, legislators with the like minds of Azubogu may encumber Nigerian development which cannot be achieved without adequate funding of education. The students on their part suffer untold hardship due to rising inflation rate, hunger, inflated transport cost in a country where a few individuals control the economy. Abject poverty of some parents led to the ejection of undergraduates from their rented apartments among others.

It is pertinent to recall that any education devoid of functional enabling environment backed up by adequate funding cannot yield economic prosperity. At this juncture, one may allude that under funding of tertiary education after Nigeria recession

may be due to misplaced priority of educational benefits by the government. Today, it seems that all sectors of the tertiary institutions are drastically affected by the bite of recession aftermath and its repercussion grossly experienced in the output of poor quality graduates and in some cases drop outs.

The impacts of recession aftermath appear to truncate the enthusiasm with which the teachers in tertiary institutions discharge their duties. As a matter of fact, some have lost interest due to poor motivation, deprivations and lack of job satisfaction. The fate of tertiary education students relies on how the learning experiences are managed by these teachers who appear to be disgruntled with tertiary education system in Nigeria.

Against this background, Peretomode (2004) notes that the process of planning, organizing, coordinating and evaluating human and material resources are basic ingredients in educational management. Since educational management oversees all related activities concerning planning and formulation of educational policies, coordinating human and material resources in order to achieve educational objectives, researchers deemed it fit to study recession aftermath: implications for the educational management of students in tertiary institution.

Dishearteningly, Sobowale (2018) reporting about what he referred to as the Tsunami unfolding in Nigerian education lamented that, “for some inexplicable reasons, neither the Federal Government nor Ministries of Education (Federal and State) paid attention...” He noted that the repercussions will last longer than earth tremors and be more devastating. The researches do not out rightly concur with the view that both federal government and ministries of education paid no attention. Instead, how relevant were the measures taken by these bodies?

Nigerian tertiary institutions experienced the Federal government introduction of Treasury Single Account (TSA). This measure has its attendant problems starting from deprivation of promotion arrears, annual increments, irregular and shortfalls in payment of remuneration such as salaries among others. When lecturers are poorly motivated, the quality of output would be drastically affected, some lecturers may even compromise standards. On this note, Devanshi (2016) desired that, the education system cannot compromise standards and quality on the account of poor funding. Furthermore, he asserted that, “most institutions in Nigeria are confronting economic constraints and this slows down the speed of achieving the institutions activities. Since the funding of education is solely external at most levels (public or government schools) are mostly affected with the economic hardship whenever economic constraints bite hard on the education sector, there must be poor quality of service delivery which hamper the achievement of the national goals of education.

Accordingly, UNESCO (2009) stressed that in education financing economic recession has really affected the education sector. This is because, money gotten from the economy is supposed to be channel to the development of education, but owing to economic recession, the money needed in the educational sector is diverted to other sectors. This view presented the situation of Nigerian tertiary education whereby institutions are seemingly underfunded.

Against these backdrops, the researchers aimed at investigating Nigerian recession aftermath: implications for the educational management of students in tertiary institutions.

Statement of the Problem

Issues relating to recession seem to have continuously gained traction in the tertiary education system in Nigeria. Although, the country was declared to be out of recession in September 2017, it appears that the persistent challenges still linger, mar the course of educational management of tertiary institution students and hinder the developmental strides of the nation. To the researchers' dismay, some tertiary education students suffer untold hardship due to inadequate provision of learning materials, infrastructural facilities, school plant, inability to purchase textbooks, footing transport bills, non recruitment of qualified and commensurate personnel to the university stipulated carrying capacity, inadequate social amenities, stoppage of capital projects especially for needed accommodation and under funding.

The unpleasant recession aftermath seemingly affect the outcome of educational management for tertiary institutions. Thus, pushed some students to drop out because their parents cannot pay their school fees, some are driven out of examination halls due to non-payment of fees resulting from the economic hardship leashed on their parents. It is no longer news that many students presently undergo their undergraduate programmes without the needed learning materials especially textbooks; others were ejected from their rented apartments because they could not foot the bill. Some students come to lectures with empty stomach leading to failure of courses, and overstay at the long run. Presently, tertiary institutions hardly absorb students with excellent performance as staff due to meagre resources available for payments of salaries and the entanglements of treasury single account (TSA) instituted by the federal government.

Seeing therefore the need for adequate provision and management the tertiary education students, the researchers were spurred to empirically investigate Nigerian recession aftermath: implications to the educational management of students in tertiary institutions.

Research Questions

1. What are the recession aftermath experienced in educational management of tertiary education students?
2. What are the implications of poor funding of tertiary education students due to recession aftermath?

Hypothesis

Ho.1 There is no significant difference between male and female students' responses on recession aftermath in educational management of tertiary education.

Method

Descriptive survey design was adopted for the study. The population of the study consisted 534 final year students in Faculty of Education, Nnamdi Azikiwe University, Awka. Simple random sampling method was used to obtain 20% of the respondents from the nine departments, which gave a sample of 106 students. The instrument for data collection was a 27- item questionnaire validated by three experts, two from Educational Management and Policy and one from Measurement and Evaluation in Educational Foundations Department, Nnamdi Azikiwe University Awka. Cronbach Alpha was used to ascertain the reliability of the instrument which yielded a co-efficient of 0.85. The data obtained were analyzed through mean deviation and t-test statistics. Any item with a mean score of 2.50 and above is considered as agreed whereas any mean score less than 2.50 is regarded as disagreed.

Research question 1

What are the recession aftermath experienced in educational management of students in tertiary institutions?

Table 1: Mean score responses on recession aftermath in educational management of tertiary education students

S/N	ITEMS	\bar{X}	REMARK
A	Undergraduate students in tertiary institution experience the aftermath of recession in education services such as:		
1.	Instructional materials.	3.54	Agree
2.	Textbook purchases.	3.47	Agree
3.	School bus services.	3.25	Agree
4.	Transportation cost.	3.23	Agree
B	Infrastructural facilities.	3.31	Agree
5.	Adequate classroom/accommodation.	2.86	Agree
6.	Provision of adequate conveniences.	2.96	Agree
7.	Micro-phones for large classes.	2.90	Agree
8.	Provision of facilities in line with carrying capacity of institution.	2.58	Agree
9.	Food: belt tightening measures.	3.54	Agree
B.	Recession aftermath affects areas of school personnel		Agree
10	Recruitment of qualified staff	2.97	Agree
11.	Elimination of field trips.	3.38	Agree
12.	Irregular payment of salaries and emolument.	3.50	Agree
13.	ASUU Strike.	3.10	Agree
C.	Recession aftermath impinge the provision of adequate social amenities for undergraduates like:		Agree
14.	Free social networking.	3.02	Agree
15.	Power supply.	2.95	Agree
16.	Portable water.	3.25	Agree
17.	Stoppage of capital projects.	3.48	Agree
18.	Deferring maintenances.	3.43	Agree
19.	Purchase of technological equipment.	3.25	Agree

Table 1 indicates that each of the 19 items has a mean score that is greater than the criterion mean of 2.50 already established. This indicates that recession aftermath affects the educational management of students in tertiary institutions in all area listed.

Research Question 2

What are the implications of poor funding of tertiary education students due to recession aftermath?

Table 2: Mean responses on implications of poor funding of tertiary education students due to recession aftermath.

D	Recession aftermath affects areas of school finance/funding	\bar{X}	REMARK
20.	Raised students school fees.	3.21	Agree
21.	Single Treasury Account (TSA) in universities	2.91	Agree
22.	Non-payment of school fees.	3.39	Agree
23.	Inflation and exchange rate of dollar.	3.04	Agree
24.	Transnational tertiary education.	3.18	Agree
25.	Re-ordering of priorities.	3.08	Agree
26.	Graduates employment.	3.42	Agree
27.	Withdrawal/Drop out	2.88	Agree

Result on table 2 reveals that each of the items (20-27) on the implications of poor funding of tertiary education due to recession aftermath obtained a mean score above the criterion of 2.50. The result implies that recession aftermath impinge on the funding of educational management of tertiary institution students.

Hypothesis

HO 1: There is no significant difference between male and female students' responses on recession aftermath in educational management of tertiary students.

Table 3: t-test of male and female responses on recession aftermath in educational management of tertiary students

Variables	N	SD	df	Sign Level	Sig.	t-value	Decision
Males	49	3.1393	0.1514	104	0.05	0.282	Not significant
Females	60	3.1895	0.3149				

P>0.05, df =104

Based on the result on Table 3, the calculated P-value of 0.282 is greater than 0.05 level of significance. This means that the null hypothesis is accepted and the alternative rejected. The implication entails that male and female tertiary students do not differ significantly in their experiences of recession aftermath in the educational management of tertiary education students.

Discussion

The findings from the analyses of data on table one show that recession aftermath drastically impinge on the educational management of tertiary education students. This has been evidenced in the areas of educational services such as cost of textbooks, infrastructural facilities, increase in school fees, food: belt tightening measures, teachers, irregular payment of salaries, provision of inadequate social amenities among others. There is dearth of educational provisions for the management of tertiary students resulting from recession aftermath. Hence, one wonders the quality of graduates tertiary education in Nigeria provides for posterity. No wonder, Sobowale (2018) described tertiary education in Nigeria and as “the Tsunami unfolding in Nigerian education”. He further projected that the repercussions will last longer than earth tremors and be more devastating.

Provision of educational facilities not commensurate with the carrying capacity of the tertiary institution, lack of accommodation, stoppage of capital projects, deferring of maintenance, understaffing and umpteenth Academic Staff Union of University (ASUU) strike among others contribute majorly to the dwindling fortune of tertiary education sector in the country. Anything devoid of these provisions makes educational management of tertiary students a herculean task as well as a mirage. Overview of mean responses of all the items studied imply that the gravity of recession aftermath on the educational management of tertiary students posit worrisome challenge to students educational attainment and the nation’s development at large. Concurring with the above assertion, Igbuzor (2006) reiterated that “the relationship between education and development is well established such that education is a key index of development”.

Table 2 presents the implications of poor funding of tertiary education due to Nigerian recession aftermath. The entire items received the affirmation of the respondents in respect of the consequences of recession aftermath on issues such as increment in students’ school fees, which has led to many dropouts/ withdrawals and social misfits among Nigerian youths who were formally undergraduates of some “reputable citadel of learning”. More so, inflation, re-ordering of priorities, transnational tertiary education is all pointing to the debilitating effects of recession aftermath on the educational management of tertiary education students. Accordingly, the unpleasant scenario where about one third of the class was sent out of the examination hall due to non-payment of school fees is detrimental to the objectives of tertiary education. Some students as a result were lured into unwholesome behaviours in order to raise school fees and some parents received heartache and different ailments when they could not cope with the challenges of giving credible education to their children.

Dishearteningly, since 1999 Nigerian government’s highest budgetary allocation to the education sector is 11.7percent. Retrogressively, the same government budgeted 7.04 percent for education in 2018. The glaring gap between the funding of education in 1999 and 2018 portend derailment in pursuit of adequate educational management of tertiary students towards achieving the educational objectives. Truly, poor funding of

tertiary education debars the objectives of educational management of tertiary students and remains a bane than a boom for nation's development.

Single Treasury Account (TSA) instituted by the Federal government of Nigeria to curtail financial mismanagement and forestall corruption turned out to enhance bureaucratic bottlenecks in the educational management of tertiary students in Nigeria. There is no doubt that irregular payment, undue cut of lecturers salaries kill the spirit of forthrightness in educational management service delivery. This adversely affects the management of tertiary education students.

On gender, there is no marked difference for male and female responses on the consequences of recession aftermath in the educational management of tertiary students. Hence, the experiences of recession aftermath for both male and female tertiary students are the same. The implication of the null hypothesis depicts that recession aftermath bite hard on all students irrespective of gender differentiation and affinity. The educational management of tertiary students is impaired by recession aftermath in Nigeria.

Conclusion

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

There is inadequate and poor funding of education of the tertiary students in Nigeria. Dearth of educational provisions, irregular payment salaries among others depict some of the implications of recession aftermath experienced in the educational management of tertiary students. Consequently, this accounts for inefficiency and ineffectiveness of lecturers in providing credible management and learning experiences to undergraduate students. It also points at the impending danger awaiting posterity and presently Nigerian development geared towards reaching the developmental stride of the globally advanced societies. In the same vein, it would appear an arduous task to manage any tertiary education poorly funded especially when the students learn under hazardous condition, as a result of recession aftermath.

Day by day, the implications of recession aftermath on the educational management of tertiary students have increased the rate of students drop out from tertiary education. Increment of school fees and other financial demands for credible education services pose serious challenges to parents. Some tertiary students are on self sponsorship. However, when the strings of funding are overstretched and some parents may no longer cope, the last resort for the students would be to pull out. The implication of increased number of drop outs adds to the existing societal challenges because thwarting the educational pursuit and fate of these prospective undergraduates would abysmally bring frustration and nuisance values into their lives.

Inadequate motivation and poor salaries as implications of recession aftermath detrimentally affect the standard of tertiary education outcome and poor educational management of tertiary students. When members of staff do not have job satisfaction, the management the human and materials resources under their care may be jeopardized. The implication also hinges on the poor standard of education experienced in various

areas of the society, where half-baked graduates are expected to show mastery of knowledge gained through tertiary education.

The findings of the study show that gender has no effect on the educational management of tertiary education students with regards to recession aftermath. Accordingly, the need for government to revisit funding of tertiary education and meet up with the UNESCO minimum standard of 26% budget annually must be addressed. Anything short of adequate funding of education is an impending doom awaiting the nation's Waterloo.

Recommendations

Sequel to the findings, conclusions and implications of the study, the following recommendations were made:

1. The place of funding tertiary education in Nigeria to address the imbalance caused by recession aftermath on the educational management of tertiary students should be given topmost priority in budgetary allocations annually. Also the three tiers of Nigerian government and stakeholders of education should uphold adequate financing of tertiary education in order to ameliorate the challenges of recession aftermath.
2. Government should adequately provide the required educational needs to forestall the dastardly effect of recession aftermath for the management of tertiary students. Generally, underfunding which led to poor provisions has been widely recognized as causing excruciating problems in the educational management of tertiary students in Nigeria. This, tantamount to the delivery of half baked graduates, dropouts with nuisance behavioural tendencies that are antithetical to national development.
3. Government should enhance provision of educational management services in tertiary institutions in Nigeria. Anything devoid of this impairs the developmental strides of our nation.

References

- Alonta, G. (2018). Lawmaker justifies low budgeting for education. *Orient dailynews.com.ng/education*.
- Devanshi, D. (2016). Global economic recession: its impact on Indian economy *International Journal of Applied Research*. ISSN 2394-5869. Uttar Pradesh, Indian. (pp 178-183).
- Fayemi, K. (2018). APC government has ran into midterm blues. *Telegraph Newspaper*, Saturday January 6th. p. 30

- Igbuzor, O. (2006). *Financing quality education in Nigeria*. A keynote address delivered at the round table organisation by the common wealth education (CEF), Abuja on 5th September.
- International Monetary Fund (2009). *Finance and development*. A quarterly magazine of the IMF. Vol 46, No.1. Retrieved, www.imf.org/fund/2009/12/ghosh.
- National Bureau of Economic Research. Retrieved, www.nber.org/newarchive.
- Ocho, L.O. (2005). *Issues and concerns in education and life*. University of Nigeria Nsukka: Institute of developmental studies.
- Olugbenga, T.A. Ejieh, M.U. and Salawu, O. (2011). *Principles of educational management*. Lagos: National open university of Nigeria.
- Okoye, F.O. and Ebenebe, R. (2016). Appraisal of the educational provisions for the management of the mobility impaired pupils in Ebonyi State. *National Journal of educational leadership*, 3 (2) 15-27
- Osolor, P. (2016). Nigerian economic recession and enterpreneural revolution. *Vanguard Newspaper*, Sunday October 24th p.1
- Oyesola, B. (2018). No indication that we're out of recession. *Dailysun Newspaper* Monday May 21. p. 36
- Peretomode, V.F. (2014). *Theories of management: Implications for educational administration*. Abraka: University printing press.
- Sobowale, D. (2018). Recession hits education sector. *Vanguard Newspaper*: Thursday June 28 p.1
- UNESCO (2009). Impact of the economic recession on education Geneva: International labour organisation. www.nber.org/cycles/recession.html September 20-2010

TEACHERS' TIME MANAGEMENT BEHAVIOURS AS CORRALATES OF THEIR JOB PERFORMANCE IN LAGOS STATE PUBLIC SECONDARY SCHOOLS

Oladipo, Simeon Adebayo¹ PhD & Oladejo, Muhideen Adewale² PhD

¹ & ²Department of Educational Management
Faculty of Education, University of Lagos

Abstract

Teachers are invaluable resources in the school system. They dictate the extent of the goal attainment in school. Consequently, non-attainment of the objectives of the school as a result of ineffective use of time has a significant effect on the achievement of overall educational objectives. The study therefore investigated the extent of relationship between time management behaviour and teachers' job performance in Lagos State public secondary schools. The study examined the teacher's time management behaviour such as monitoring behaviour, planning behavior, and time assessment behaviour. The correlational research design was adopted for the study. The multi-stage sampling technique was used to select 400 participants out of 3,527 teachers' in Education District II, Lagos State. A 20-item self-structured instrument was used to obtain data for this study. Three hypotheses guided the study and the Pearson's Product Moment Correlation (PPMC) was used to test the stated hypotheses at 0.05 level of significance. The findings showed that there was a significant relationship between all the indices of time management behaviour and job performance of teachers'. Based on this, the study recommends among others that: teachers should be regularly trained on efficient time management techniques in order to improve their job performance; time management should also be included as a compulsory course in educational management, and school administrators should ensure that teachers adhere to time allotment for school activities through proper and adequate supervision and monitoring.

Key words: Time Management, Job performance, Planning, Monitoring, Supervision

Introduction

Education as a large industry, employs very large number of educated labour force. The size of the industry necessitates the huge allocation of resources for effective teaching-learning process. The utmost importance attached to education in Nigeria was clearly underscored in the National Policy on Education (FRN, 2014). The Federal Republic of Nigeria, in this policy, adopted education as an instrument "par excellence" for effecting national development. But, despite the government's commitment to education, the quality of education in Nigerian schools has been declining tremendously, thereby giving successive government serious concern.

Studies (Ekundayo, 2011; Ojedokun & Aladejana, 2012) have shown that the level, quality and standard of education in Nigeria has witnessed a geometric drop in the past two decades and this unfortunate trend has made Nigeria the leading country of origin of students from Africa migrating to other parts of the world in search of quality education. In the same parlance, Oladipo (2000) expressed that the incessant poor academic achievement of students in Nigerian schools as exemplified by societal criticism could be traced to teachers' incompetence in classroom management among others.

Obviously, successful teaching-learning process depends largely on suitable, dedicated and competent teachers. Teachers therefore, have been found to be one very valuable element in teaching-learning situation for the purpose of person-to-person interaction. An effective teacher, according to Oladipo (2000), is one who is understanding, stimulating, imaginative, permissive, and skillful. Wilson (2016) sees a teacher as a leader who is always dynamic and believes in change and has the capacity to prepare future leaders and develop in them the skills that they may need to succeed in life. Thus, a teacher is a visionary person that prepares and empowers the students for future development. The basic qualities of a teacher such as good knowledge of the subject matter, ability to understand the students' differences, ability to develop students' competence, resourcefulness, good leadership capacity, and self-discipline have significant impact on a teacher's job performance. Teachers are seen as prominent actors that interpret and transmit the desirable knowledge, skills, attitudes and values in the society. The implication is that the capacity of a teacher's knowledge and skills affect his job performance.

In a study carried out by Wright, Horn and Sanders (1997) which examined the magnitude of teachers' effect on students' achievement while simultaneously considering the influences of intra-classroom heterogeneity, student achievement level, class size on academic growth, the result showed that teacher effects are dominant factors affecting students' academic gain and that the classroom content variables of heterogeneity among students and class size have relatively little influence on academic gain. In this study, a major conclusion is that skillful teachers make a difference.

However, teachers' performance depends largely on many internal and external factors including individual, organizational and environmental ones. The National Policy on Education (FRN, 2014:30) emphasizes that "teacher education programmes shall be structured to equip teachers for the effective performance of their duties". This perhaps may be because poor-performing teachers may not only miss providing the expected results, their negative behavior may also distract others from doing their work and it may consequently reduce staff credibility. Problematic teachers are unskillful and incompetent and they present one of the toughest challenges school administrators may ever face in the course of their duty.

Teachers' job performance is a major function of his time management skill. National Association of Head Teachers; NAHT (2007) highlighted the following as

the significance of successful time management: it enables the teacher gain a better perspective of pending activities and priorities, ensure more opportunities to be creative (that is, being proactive rather than reactive), helps deal with reduce and often avoid stress, helps gain more leisure time, and enables the teacher attain his objectives consistently and systematically.

Among the tips of time management, according to NAHT (2007), are that the teacher should:

plan daily routine around important tasks; review to-do list throughout the day, and tomorrow's agenda before leaving school; monitor time spent on low-priority items (which might be reading the mail, answering e-mails, talking on the phone among others and monitor time spent on the most important tasks); do not just react to events as they occur; take a proactive approach to your day; do not use routine interruptions (e.g. the arrival of the mail) as an excuse to avoid important tasks; do not ignore little problems, they may become big ones; do allow time for unexpected problems and essential interruptions; do allow more time than you think you will need for each task; and do set aside time by yourself or with others to work on major projects whenever necessary.

Time is one of the most crucial resources to be considered in the performance of any activity. Time determines the imperativeness of any other resources in accomplishing organizational set out objectives and goals (Ugwulashi, 2011). It is an essential resource every manager needs to achieve the goals and objectives of an organisation (Adejo, 2012). According to Nwaiwu (2000), time is the interval between the beginning and the end of an operation. It is so delicate that it cannot be saved but can only be spent and once misused it can never be regained. It can also be defined as a period either long or short, during which a task is performed or when an event happens while management is defined as the act or skill of dealing with people or situations in a successful way. Therefore, time management can be defined as a period, either short or long, which involves how people use their time judiciously to produce result.

Time management starts with the commitment to change (Adejo, 2012). According to Shirley (2008), better time management can be achieved if goals have been set and then all future work is prioritised based on how it moves the individual or organisation towards meeting the goals. The value of time management lies in the fact that people have too many tasks they need to do but not enough time to do what they want. Time management helps identify needs and wants in terms of their importance and matches them with time and other resources (Ezine, 2008). It also brings about orderliness and enables one to be more productive and fulfilled (Adejo, 2012). Without time management the efficient and effective use of all resources will be impossible. Therefore, time management stands as an effective tool necessary for organizational effectiveness in realization of set out objectives and goals (Ugwulashi, 2011).

Effective time management potentially increases productivity, promotes advancement, limits burnout and improves both professional and personal satisfaction (Claessens, Eerde, Rutte, & Roe, 2004; Gorden & Borke, 2014, Kearns & Gardiner, 2007). The discussions on time management behaviour have focused on three types of behaviours which are; time assessment behaviour, planning behaviour and monitoring behavior (Claessens, Stijn, Ahyankose, & Marco Terrones, 2007). Time assessment behaviour aims at awareness of here and now, or past, present and future and self-awareness of one's time use and they help to accept tasks and responsibilities that fit within one's capabilities. Monitoring behaviours focus on observing one's use of time while performing activities, generating a feedback loop that allows a limit to the influence of interruptions by others (Fox & Dwyer as cited in Claessens et al.).

Time management has been identified as an aspect of high stress for teachers, many of whom may not be adequately prepared to deal with the commitment and time involved in teaching. Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet challenges presented by the teaching profession. An organization as important as school needs to be well structured, and teachers who are important to achievement of educational goals have to be efficient in order to be able to discharge their duties effectively. The school system needs efficient teachers in order to achieve the stated goals of the school, higher students' academic performance inclusive. The declining quality of academic performance of students in Nigeria in general has been a major concern to all stakeholders. Akomolafe (2013) observed that the academic performance of students manifests in the consistent poor results in senior secondary examination over the years. For instance, the performance of students with five credits including English and Mathematics in the West African Senior Secondary Certificate Examination 2008 – 2017 is as follows: 2008 (13.76%), 2009 (25.94%), 2010 (24.94%), 2011 (30.92%), 2012 (38.81%), 2013 (36.57%), 2014 (31.28%), 2015 (36.68%), 2016 (52.97%), 2017 (59.22%). (West Africa Examination Council, 2017). The performance has been attributed partly to the performance of the teachers. Some of the characteristics of successful teachers include: ability to manage time very well; have a positive time management behaviour; and able to impact positively on students. Elements of time management include incorporating co-curricular activities into teaching amid tight academic schedule, covering and completing the syllabus at the appropriate time, time planning to correlate with what is on the time table. This efficiency can bring about higher job performance in teachers.

However, many schools face challenges of inefficiencies in time management by teachers. Some of these challenges include, poor commitment, inability to develop self-discipline by teachers, involvement in time wasting activities among others. These may probably impact on the learning outcome of the students. Therefore, the study sought to examine the relationship between teachers' time management behavior and their job performance in public secondary schools in Lagos state.

Purpose of the Study

The purpose of the study was to examine the relationship between time management behaviour and job performance among secondary school teachers in Lagos State, Nigeria. Specifically, the study sought to determine:

1. The nature of relationship that exists between monitoring behaviour and Job performance of teachers in Lagos state.
2. The extent to which planning behavior relate to job performance of teachers in Lagos state.
3. The relationship between time assessment behavior and Job performance of teachers in Lagos state.

Hypotheses

The following hypotheses were tested in the study.

Ho₁: Monitoring behavior is not significantly related to job performance of teachers in Lagos State public secondary schools.

Ho₂: Planning behavior do not significantly relate to job performance of teachers in Lagos State public secondary schools.

Ho₃: Time assessment behavior is not significantly related to job performance of teachers in Lagos State public secondary schools.

Method

The research design for this study was correlational research design, aimed at investigating time management behaviour as a correlate of job performance among secondary school teachers in Education District II, Lagos State. The research population comprised all 3,527 teachers in 52 senior public secondary schools in Education District II, Lagos State. A sample size of 400 participants were used for the study. To determine the sample, the District was classified according to the three Local government areas which are Ikorodu, Kosofe and Shomolu. The simple random sampling technique was used to select one local government out of the three local government. Therefore, Shomolu local government was selected and there exist 10 Senior Secondary Schools in the local government. The proportionate stratified random sampling technique was therefore used to select 400 teachers in all the senior secondary schools. This allowed for selection based on the total number of teachers in each school in Shomolu Local Government Area. The instrument for this study was a self-structured questionnaire with 20 items which was used to obtain data to test the stated hypotheses. The instrument was a modified 4-point Likert scale of Strongly Agreed(SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The data obtained was analysed using both descriptive and inferential statistics. The research questions were answered using percentage while the critical table of Pearson's Product Moment Correlation (PPMC) was used to test the stated hypotheses at 0.05 level of significance.

Results

Test of Hypotheses

Hypotheses One: Monitoring behaviour is not significantly related to teachers' job performance of in Education District II of Lagos State.

Table 1: Monitoring Behaviour and Teachers' Job Performance

Variable	Mean	SD	N	df	r	p	Rmk Decision
Monitoring Behaviour	12.47	1.60					
Teachers' Job Performance	10.43	2.03	400	398	0.80	0.01	Sig Reject Ho ₁

***Significant p<0.05**

Table 6 reveals that there is strong, positive and significant relationship between monitoring behaviour and teachers' job performance in Education District II, Lagos State ($r=0.80$, $df=398$; $p<0.05$). Thus, the null hypothesis which states that monitoring behaviour is not significantly related to teachers' job performance in Education District II of Lagos State was rejected. This implies that monitoring behaviour significantly relates to teachers' job performance in Education District II of Lagos State.

Hypotheses Two: Planning behaviour does not significantly relate to teachers' job performance in Education District II Lagos State.

Table 2:

Planning Behaviour and Teachers' Job Performance

Variable	Mean	SD	N	df	r	p	Rmk Decision
Planning Behaviour	11.24	3.16					
Teachers' Job Performance	10.43	2.03	400	398	0.78	0.01	Sig Reject Ho ₂

***Significant p<0.05**

Table 7 shows that a strong, positive and significant relationship exist between planning behaviour and teachers' job performance in Education District II, Lagos State ($r=0.78$; $df=398$; $p<0.05$). Thus, the null hypothesis which states that Planning behaviour does not significantly relate to teachers' job performance in Education District II Lagos State was rejected. This implies that there is a significant relationship

between planning behaviour and teachers' job performance in Education District II, Lagos State.

Hypotheses Three: Time assessment behaviour is not significant related to teachers' job performance of in Education District II Lagos state.

Table 3:
Time Assessment Behaviour and Teachers' Job Performance

Variable	Mean	SD	N	df	r	p	Rmk Decision
Time Assessment Behaviour	13.46	4.28	400	398	0.77	0.02	Sig Reject Ho2
Teachers' Job Performance	10.43	2.03					

*Significant $p < 0.05$

The findings of hypothesis three as depicted in Table 8 shows that a strong, positive and significant relationship exist between time assessment behaviour and teachers' job performance in Education District II, Lagos State ($r = 0.77$; $df = 398$; $p < 0.05$). Thus, the null hypothesis which states that time assessment behaviour is not significant related to teachers' job performance in Education District II Lagos State was rejected. It therefore implies that time assessment behaviour significantly relates to teachers' job performance of in Education District II Lagos State.

Summary of Findings

The summary of findings is as follows:

- There is strong, positive and significant relationship between monitoring behaviour and teachers' job performance in Lagos State ($r = 0.80$, $df = 398$; $p < 0.05$).
- A strong, positive and significant relationship exist between planning behaviour and teachers' job performance in Lagos State ($r = 0.78$; $df = 398$; $p < 0.05$).
- A strong, positive and significant relationship exist between time assessment behaviour and teachers' job performance in Lagos State ($r = 0.77$; $df = 398$; $p < 0.05$).

Discussion of Findings

The findings of the first hypothesis revealed that there is a strong, positive and significant relationship between monitoring behavior and teachers' job performance in Lagos State. This corroborates the findings of a study carried out by Channar, Shaikh, Pathan and Mughal (2014) which states that monitoring behaviour significantly relates to teachers' job performance. It also agrees with the findings of a

work carried out by Mamman (2013) which found that monitoring behaviour has a significant relationship with teachers' job performance. It however, contradicts the findings of Hasty (2007) who stated that monitoring behavior do not significantly relate to teachers' job performance. This he explained further by stating that so many teachers do not have the ability to evaluate their use of time in the process of discharging their duties and are found discussing with colleagues during school hours which leads to a waste of their time by colleagues. However, it is believed that teachers are trained in all training institutions as good time managers. Thus, teachers are well guided to effectively monitor their time. Hypothesis two also revealed that a strong, positive and significant relationship exist between planning behaviour and teachers' job performance in Education District II, Lagos State. This is in line with the finding of Burke's (2013) study on time management behaviour and employees job performance in secondary schools in Kenya where it was found that a significant relationship exists between planning behaviour and employees' job performance. It also agrees with the findings of Adejo's (2012) study which found that planning behaviour significantly relates to teachers' job performance.

It however, contradicts the findings of Ugwulashi (2011) who stated that there is no relationship between the planning behavior of employees and their performance. This negates the fact that the school system has a well prepared time table for lesson delivery in the school which guides and regulates the activities of teachers in the school. Thus, the entire activities in the secondary school system is well structured and planned.

The findings of the third hypothesis of this study revealed that a strong, positive and significant relationship exist between time assessment behaviour and teachers' job performance in Education District II, Lagos State ($r = 0.77$; $df = 398$; $p < 0.05$). This corroborates the findings of Tyokyaa (2006) who found that a significant relationship exists between time assessment behaviour and teachers' job performance. Similarly, it is in agreement with the findings of a study carried out by Lahmers (2000) on time management principles and administrators job performance in secondary schools and it was found that a significant relationship exists between time assessment behaviour and job performance. However, the findings of this study disagrees with the findings of a study by Shirley (2008) where it was found that no significant relationship exist between time assessment behaviour and job performance. The researcher further explained that some teachers are always seen doing something urgent. Often, the urgency has risen because they have failed to think ahead of time or act earlier and they find themselves on the treadmill of crisis management.

Conclusion and Implications for Policy and Practice

This study concludes that time management behaviours (such as monitoring behaviour, planning behaviour, and time assessment behaviour) are imperative to effective job performance of teachers in secondary schools. Effective time

management improves teachers' performance, it makes scheduling of jobs easier, makes staff to perform tasks at their highest skill level, helps teachers to prioritize and accomplish important task, recording and supporting the school towards achieving its set goals and objectives. All teachers must manage time very carefully and effectively because this is one single factor that affects the achievement of the stated goals and objectives of an organization.

Obviously, the school system needs to streamline its process to be seen as a time-conscious organization in order to make teachers more time efficient. The continuous existence of the school system and the future benefits depend largely on time management behavior of the teachers. This behavior, if not properly controlled and guided could jeopardize the entire goals of education. Thus, the power in time management behavior is overwhelming in the job performance of teachers in secondary schools

Recommendations

A base on the funding the following recommendations are mode:

1. The State government should design a policy an operational policy on time management behavior in public secondary schools.
2. The government should organize regular training for school administrators on effective use of time and encourage them to support their teachers on effective time utilization.
3. The government should provide necessary punishment for teachers who do not adhere strictly to the stated time allotment for school activities.
4. Teachers should be trained on efficient time management techniques in order to improve their job performance. They need to be well informed about the required time for every activity in the school.
5. The school administrators should also ensure teachers adhere strictly to the allotted time for school activities through proper and regular supervision and monitoring.
6. The school administrators should ensure that teachers are given feedback on the use of time on school activities especially at the end of supervision and monitoring.

References

- Adejo, A. (2012). *Effective time management for high performance in an organization* (Doctoral Dissertation). International Business Department, Seinäjoki University of Applied Sciences.
- Claessens, S., Eerde, T., Rute, L., & Roe, B. (2007). A review of the time management literature. *Personnel Review*, 36(2), 255-276.

- Claessens, S., Stijn, A., Ahyan K., & Terrones, M.(2007). Planning behavior and perceived control of time at work. *Journal of Organizational Behavior*, 25(9), 37-50.
- Ekundayo, A. (2011). Administering secondary schools in Nigeria for quality output in the 21st century: The principals' challenge. *European Journal of Educational Studies* 2(3), 56-70.
- Ezine, J.(2008). Time management: Test of a process model. *Journal of Applied Psychology*, 7(9), 381-391.
- Gorden, E. C. &Borken. S. C. (2014). Recapturing time: A practical approach to time management for physicians. *Postgraduate Medical Journal*, 90, 267-272.
- Kearns, H. & Gardiner, M. (2007). Is time well spent? The relationship between time management behaviour, perceived effectiveness and work-related morale and distress in a university context. *Higher Education Research & Development*, 26(2), 235-247.
- National Association of Head Teachers; NAHT (2007). *The quick reference handbook for school leaders*. London: Paul Chapman Publishing.
- Federal Government of Nigeria, (2014). *National Policy on Education*. Nigeria Educational Research and Development Council, NERDC press.
- Nwaiwu (2000). Time congruity in the organization. *Journal of Business & Psychology*, 6(9), 106-116.
- Ojedokun, O.E & Aladejana, F.O. (2012). Standards responsible for the decline in quality of secondary education in Nigeria. *World Journal of Education*, 2(2), 76-84.
- Oladipo, S. A. (2000). *Primary education policy formulation and implementation in selected States in Nigeria (1981 - 1996)*. (An unpublished PhD Thesis): University of Ibadan. Ibadan.
- Shirley (2008). Time management and administrative effectiveness. *International Journal of Social Science Research*, 2(2), 97-104.
- Ugwulashi, C. S. (2011). Time management and school administration in Nigeria: Problems and prospects. *Journal of Educational and Social Research*, 1(2), 56-64.
- Wilson (2016). The role of principals in primary schools: An ethnographic perspective. *The Journal of Educational Administration*, 7(2), 105-116.

PRIVATE COST AND EFFICIENCY OF POSTGRADUATE STUDENTS FOR SUSTAINABLE DEVELOPMENT OF UNIVERSITIES IN SOUTHWEST, NIGERIA

OyetaKin, Akinrotimi IyiomO, *Ph.D.*

*Department of Educational Management, Faculty of Education
Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria*

Abstract

This paper examined the private cost and efficiency of postgraduate students for sustainable development of universities in Southwest, Nigeria between 2012 and 2017. As a descriptive research design of a survey type, it makes use of some direct cost indicators for measuring private cost and the output level for efficiency. Data were collected through the use of a validated questionnaire titled, Private Cost and Efficiency of Postgraduate Students in Universities (PCEPSU) with a reliability coefficient of $r = 0.81$. The study covered six public universities in South West Nigeria selected through stratification. The participants cut across 300 different categories of postgraduate students of the sampled universities. Two research questions were raised and two hypotheses generated and tested. Data were analyzed through descriptive and inferential statistics tools to test the research hypotheses for the study. The result shows that the private cost across faculties recorded the highest cost of ₦453,766.23 in Science followed by Engineering with ₦429,901.22 and the least is Arts which recorded ₦287,304.30. Also, there is a positive and non-significant relationship between private cost of postgraduate students and efficiency in Southwest Universities in the study period ($r = -.0627$, $P > 0.05$) and significant difference existed in the private cost of postgraduates across disciplines in South-West Nigeria public universities in the period under study. ($F_{(5,30)} = 8.55$; $p < .05$). The implication of this result is that the variations in private cost does not determine the efficiency of postgraduate education as other variables such students' discipline, strike action, time, and students' crises are prevalent to success of postgraduate students. Based on the results, recommendations were provided such that Universities should checkmate all excessive crises which elongated the postgraduate students' academic calendar in order to pave ways for efficiency and inter university lecturing/training should be encouraged at the postgraduate level and this should be sponsored by the institutions and government as it will increase the level of postgraduate students efficiency.

Keywords: Efficiency Index, Prime Beneficiary, Cost of Living Approach, Market Basket Approach, Direct Private Cost, Neo-Classical Scholars

Introduction

Society depends on institution of learning to produce well-adjusted individuals who can fit properly into the environments. The education sector, like other sectors of the economy, needs the use of human, material and financial resources to function. Universities as the highest educational are statutorily charged with the responsibility of producing high level man power/human capital. Learning at the university level could be said to be effective if it results in bringing about the expected transformation in the attitudes skills and knowledge of the recipients/student over a period of time (Babalola, 2008). Effective learning, especially at that level should result in producing graduates who are adequately informed, technically equipped and morally prepared to become parents, good citizens selfless leaders. Over a decades ago, there has been a tremendous expansion of post graduate education in Nigeria based on its structure, size, students' involvement, programme management and the man power required for its effectiveness, coupled with the social cost and private cost requirements for its sustainability.

The production of high-level manpower has placed the post graduate education on a priority position because of its role in achieving social and economic development of the nation. The high capital outlay required by the university education as stated by Maduewesi (2001), forms the basis for the success or failure of the university education. The university education runs within three stratum that is, undergraduate programmes, master degree programs and Doctorate degree programs. The completion of the first degree could be terminal based on the individual will, while prospective graduates of first degree could continue at the post graduate level. It is necessary to note that the more you consume education, the more the cost expended.

In recent times, there is contention as to who should bear the cost of education between the government and the beneficiaries of the system. However, the need for self-development and fuller life later makes it imperative that someone has to foot the bill of education most especially in the wake of ever increasing growth of youth population and the attendant increase in enrolment.

The neo-classical scholars in the field of economics believed that he who consumes more of education, should pay for it which thus explains the principle of prime beneficiary or benefiting pay principle. However, a substantial percentage of applicants for postgraduates are admitted into the federal, state and private universities which charge tuition fees/other levies which have now risen high. This is because these institutions operate in an economy characterized by high inflation rates and survive majorly on revenue generated.

Charging of, and increasing tuition fees are widely recognized as a cost-sharing/cost reduction strategy for solving educational funding problems arising from increased educational and facility cost. According to Sanyal and Martins (2006), cost-sharing in education advocates that, cost of education be shared among government, parent, students and institutional donors/organizations. Government share comes

through funds from people's tax (directly or indirectly) and by reducing the purchasing power. While parents share by paying the tuition fees, bearing the living cost and providing out-of-pocket expenditure whereas students share by obtaining and repaying the loan after graduation (if any) and individual/corporate organizations share the costs of education by providing endowment and scholarships to students. Educational costs vary greatly between and within countries; between different levels, types and sizes of institution; between location and among courses within the same institution. Several factors are attributed to be the cause of the costs variations, among them are teacher characteristics, teaching periods, student-teacher ratio, class size, facilities and equipment. At the post graduate level wide-range of differentials in costs have been identified.

Private cost of education is said to be the cost borne by the individual students, parent/guardians (Oyetakin, 2016). In education, the private cost is decided into two components namely: direct private costs and indirect private costs are the actual expenditure by the individuals or their parents for providing education, while the indirect private costs refer to alternatives forgone by the individuals for embarking on education program. The notable indices for private cost of post graduate education includes tuition fee, levies, books and stationaries, feeding, transportation and accommodation. However, Belawati (2006) identify some other private costs of learners to include caution fee deposits, administrative charges and costs of information communication technology.

Recently, parental income and choice of institution has been a concern to education policy makers. Thus, Munn (1998) posited that the educational system in an area tilt the balance of power in the relationship between the consumer (parent/student) and the producer (institution). Balducci, Clements, Gus and Gupa (2005) in a research submitted that parent income on a student choice of education is an important issue for the general welfare of the system. This, a steady increase in the involvement of post graduate student is also attributed to the fact that our economy was unable to keep pace with the rate of unemployment, and to the concern of Nigerian parents regarding the high rates of unemployment now sees post graduate of education as the means of securing a comfortable and well paid occupation for their children (Anna and Eugenia, 2005).

Parents who have obtained further educational opportunities seems to have less stress in lives because they most likely make more money while spending time than those who unfortunately have not been able to finish high school for one reason or another. As a corollary to the above mention Dooley, Abigail and Leslie (2001) submitted that children whose parent have higher income have better access to quality schools and these same parents shape the tastes and expectation of their children and nurture their intellect by assisting them to direct their future studies. The thought is based on the financial capacity of the higher income parents are to pay for postgraduate education of their children/wards.

Experts in economics of higher education argues that universities are losing their abilities to effectively discriminate prices of postgraduate education (Okafor, 2004). Thus, tuition and other fees charged by institutions depend on several factors such as: what kind of institution it is, price mechanism and the need to upgrade the labor force in other to have greater diversity of opportunities in the type of programmes and courses which call for variation in the tuition fee charge for postgraduate programs by various universities as justified by relatively different program costs, placement opportunities, earnings expectation, high programme demand and decline in government funding pattern.

The teachers' role at the postgraduate level is crucial to effective and efficient learning, the teacher is expected to provide essential inputs like adequate planning of lesson notes, effective deliver of lessons, proper monitoring and evaluation of students' performance, proving regular feed-back on students' performance improvement on instructional materials, adequate keeping or records and appropriate discipline of students to produce and enhance expected learning achievement in secondary schools (Ayeni, 2010).

There are two strategies for estimating variations in the local cost of living. One strategy is to examine the cost of a specified collection of goods and services used by consumers in each community in a method called the market basket approach. The total costs of a basket of consumer goods and services in each community are compared to illustrate differences in the cost of living. The second strategy is to calculate the true cost of hiring lecturers by observing the regional variations of salaries of comparable professionals as propounded by Rothstein and Smith (1997) in Oyetakin and Adeosun (2014). This strategy does not assume that academic and non-academic staff salaries are exactly the same as salaries of other professionals; rather, it assumes a relatively constant relationship across localities between the salaries of staff and other professionals.

The application of this second strategy requires the calculation of an index based on the salaries or wages of people in occupations that are similar to university employees, but not including school district employees. There are a number of advantages to the cost of living approach. The clearest advantage is that cost of living indices measure costs that are beyond the control of university administrators. The cost of living approach is also quite straightforward. While there are still many complex measurement issues involved, the approach produces cost measures that can be compared relatively easily and directly. (Battesse and Coelli, 1993).

There are also a number of disadvantages to the cost of living approach. First, high-quality, current data can be expensive to collect. In addition, using the market basket approach can be problematic because people in different locales often purchase different mixes of goods and services. In other words, a market basket approach relies on comparability: for researchers to make a viable comparison, the items purchased in the compared communities must be similar. This poses some challenges, since, for example, people in urban areas often buy different items than do people in rural areas

(Oyetakin and Adeosun, 2014).). Further, the market basket approach does not reflect local variations in community characteristics such as climate, crime rates, or cultural amenities. McMahon (1994) argues that because lecturers may live outside the location in which they teach, the cost of living index values for districts may misestimate the actual cost of education. Thus, education cost adjustments based on a cost of living index may compensate location that face a high cost of living but which also have a number of amenities that make those districts desirable places to work (Rothstein and Smith, 1997).

According to Wachira, (2002), those who pays may also have a bearing on unit costs as well as on the social goals of expanded opportunity and equity. Efficiency and equity alone, for example, would suggest that users or beneficiaries in this case, students and, to a degree, their parents should bear most of the costs of higher education, as they do in the private sectors of, the United States of America, Japan, the Philippines, Korea, and much of South America, or as they do in those public sectors that have begun covering a substantial portion (say, 20 to 40 percent) of unit costs by tuition as in, e.g., the United States, Canada, or Australia. The reasons are obvious and conventional. The requirement to cover more nearly the full costs with tuition fees should discourage waste and encourage a reallocation of resources to the most productive uses. The reliance on tuition as a significant revenue source also places a substantial share of the burden on those who benefit (and who are more likely to be affluent anyway) rather than on those general taxpayers who do not so directly benefit and who are also likely to be from less-advantaged backgrounds.

At the same time, the goals of expanded opportunity for the disadvantaged and of expanded participation for the social and economic benefits enjoyed by all citizens suggests the appropriateness and even the necessity of some taxpayer subsidy for higher education generally, as well as the need for means-tested subsidies for those families otherwise unable to pay. Thus, the goals of access, efficiency, and equity interact with the issues of aggregate expenditures, unit costs, and the apportioning of the burden.

Statement of the Problem

The Nigerian economy where universities operate is characterized with costs differentials amidst rising costs of training postgraduate students which seems to be a clog in the wheel of sustainable development of education in Nigeria. The inherent micro and macro-economic challenges of consumers in the procurement of quality educational services at the postgraduate level constitutes a problem of costs and thus affect the standard of postgraduate education. The cost of educational wastages and subsequent low enrollment of students for postgraduate programmes due to rising private cost leaves a gap between the different income earners and the society. The dividing involvement and cost challenges of postgraduate education has probably affected the efficiency of the universities and sustainable development in recent times.

The purpose of this study centered on identification of private cost variables of postgraduates education per course of study and finding out the relationship between private cost and efficiency of postgraduate programme in south west in Nigerian universities.

Research Questions

The following research questions were advanced for the study:

- 1) What is the contribution of private cost variables of postgraduate education in South west universities in Nigeria?
- 2) What is the private cost and efficiency of postgraduate education by course of study in the South west universities in Nigeria?

Research Hypotheses

The following hypotheses were generated and tested:

- 1) There is no significant relationship between private cost and efficiency of postgraduate education in southwest universities in Nigeria.
- 2) There is no difference in the private cost of post graduate education by course of study in the southwest universities in Nigeria

Method

A descriptive research design of a survey type is adopted for this study. This is based on the fact that the study analyses the private cost of universities education in southwest Nigeria from 2012 to 2017.

The population of the study consisted of all fulltime master degree students of the University of Lagos, Akoka, Lagos state (UNILAG), Olabisi Onabanjo University, Ago-Iwoye, Ogun state (OOU), Ekiti State University Ado-Ekiti, Ekiti state (EKSU), University of Ibadan, Oyo state (UI), Adekunle Ajasin University Akungba-Akoko, Ondo state (AAUA), and Obafemi Awolowo University, Ile-Ife, Osun state (OAU).

The sampling methods used after stratification into courses was purposive from which 10 postgraduate students were selected from five faculties in each University. A total of 50 students per university which gives a total of 300 postgraduate students used for the study. A self-constructed checklist titled, Private Cost and Efficiency of Postgraduate Students in Universities (PCEPSU) was used to gather information for the analysis. It was validated and found reliable at $r = 0.81$.

The computation in this chapter entails a preliminary analysis of private costs by each of the sampled students from 2012 to 2017 across faculties and universities on each of the cost carrying items by postgraduate students such as tuition, feeding, clothing, transportation, books and stationery, levies and consumables. The stream of these cost items were summarized per students sampled of which the average per annum across the years under study. The average crude costs were adjusted for alpha coefficient of 0.67 and this provides reasonable evidence for the refined cost used.

Result

Research Question One

What is the contribution of the private cost variables of postgraduate education in South west universities in Nigeria?

The computation of the private costs variables of the Postgraduate students across faculties were averaged to arrive at table 1.

Table 1: Average Refined Private Direct Cost by Faculties of Postgraduate Students in South-west Universities from 2012 to 2017

Cost Variables	Arts ₦	Education ₦	Social Sciences ₦	Management ₦	Sciences ₦	Engineering ₦
Tuition	135,605.00	109,608.40	211,930.40	154,265.40	241,275.60	228,542.52
Books/Stationery	12,183.11	51,751.60	39,363.44	35,565.10	44,800.51	57,607.80
Transportation	17,995.40	17,717.60	11,983.60	16,288.90	31,960.60	29,245.60
Feeding	65,517.50	64,892.33	55,023.50	46,082.00	64,654.60	42,734.00
Clothing	29,380.44	22,069.00	20,921.43	22,555.52	27,082.40	24,421.30
Levies	10,223.63	10,345.04	11,401.12	12,020.00	11,290.90	12,900.00
Consumables	16,399.31	18,688.82	11,358.50	35,298.10	32,701.82	34,450.00
Total	287,304.39	295,072.39	300,518.65	322,075.02	453,766.23	429,901.22

Source: Fieldwork (Adjusted for alpha – coefficient of 0.67)

Table 1 reveals that Faculty of Science recorded the highest cost of ₦453,766.23 followed by Engineering with ₦429,901.22 and the least is Arts which recorded ₦287,304.30. Across all faculties Book/Stationery was highest in Engineering with ₦57,607.80 followed by Education with ₦51,751.60 with Arts recording the lowest of ₦12,183.11. On consumables while Management had ₦35,298.10 as highest, the least of ₦11,358.50 was recorded in Faculty of Social Sciences.

Research Question Two

What is the private cost and efficiency of postgraduate education by course of study in the South west universities in Nigeria?

The private costs variables were calculated and averaged to get the institutional private cost of the Postgraduate students across faculties to arrive at table 2.

Table 2: Average Refined Private Unit Cost of Postgraduates in Universities by Faculties in South-West Nigeria from 2012 to 2017

FACULTY	AAUA	EKSU	OAU	OOU	UI	UNILAG	Average
₦	₦	₦	₦	₦	₦	₦	₦
Arts	303,870.00	288,250.00	286,870.00	273,925.00	264,060.00	253,870.00	278,474.17
Management	311,869.00	296,790.00	269,760.00	274,325.00	282,020.00	270,700.00	236,284.00
Education	296,700.00	291,390.00	246,700.00	264,045.00	291,110.00	264,270.00	275,702.00
Engineering	336,360.00	325,350.00	299,180.00	330,855.00	317,840.00	379,670.00	331,542.50
Science	316,360.00	300,350.00	291,180.00	310,855.00	307,840.00	309,670.00	306,042.50
Social Sci.	288,970.00	297,030.00	261,700.00	288,035.00	281,150.00	285,930.00	283,802.50
Average	309,021.50	299,860.00	275,903.33	290,340.00	290,670.00	294,401.33	285,307.95

Source: Fieldwork

From table 2, Private Unit Cost faculty by faculty pattern reveals that, AAUA had the highest with ₦309,021.50, while OAU had the least with ₦275,903.33. On the average cost by Faculties, across the Universities, Engineering had the highest with ₦ 331,542.50, followed by Science with ₦ 306,042.50 while the lowest cost was recorded by Management with ₦ 236,284.00.

The efficiency index used was the average of postgraduate students admitted and those graduated at the record time of eighteen months in all universities to show the efficiency rate that was converted to percentages in the academic sessions under study to arrive at table 3.

**Table 3
Private Cost and Efficiency of Postgraduate Education across Universities by Faculties in South-West Nigeria from 2012 to 2017**

Faculty	Average Cost	% Efficiency	% Wastage
	₦		
Arts	278,474.17	90.25	9.75
Management	236,284.00	78.20	21.80
Education	275,702.00	79.50	20.50
Engineering	331,542.50	67.45	32.55
Science	306,042.50	69.23	30.77
Social Sci.	283,802.50	89.91	10.09

Source: Fieldwork

Table 3 shows that Faculty of Arts with average private cost of ₦ 278,474.17 had the highest level of efficiency with 90.25% postgraduate students graduating at the record time, followed by Social Science with a an average cost of ₦ 283,802.50 with efficiency rate of 89.91%. The Engineering Faculty which had the highest private cost of ₦ 331,542.50 had the lowest efficiency level of 67.45%.

Hypotheses Testing

Hypothesis One

There is no significant relationship between private cost and efficiency of postgraduate education in southwest universities in Nigeria.

The collated and calculated primary generated from the PCEPSU were subjected to analysis using correlation to arrive at table 4.

Table 4

Summary of Correlation Analysis between Private Cost and Efficiency of Postgraduate Education in Southwest Universities in Nigeria

Variable	N	df	r. cal	r. tab	Decision
Postgraduate Private Cost	300				
	298		0.838	0.627	NS
Efficiency		300			

NS= Not Significant at 0.05 Level (2 tailed)

Table 4 reveals a positive and non-significant relationship between private cost of postgraduate students and Efficiency in Southwest Universities in the study period. ($r = -.0627$, $P > 0.05$). This implies that the hypothesis which states that there is no significant relationship between private cost and efficiency of postgraduate education in southwest universities in Nigeria is upheld.

Hypothesis Two

There is no difference in the private cost of post graduate education by course of study in the southwest universities in Nigeria.

In order to test this null hypothesis a one-way Analysis of Variance in the six courses of studies in the South-West public universities was performed. This was done to ascertain whether significant differences exist in the Postgraduate students' private cost.

Table 5

Summary of Difference in the Private Cost of Postgraduate Education by Course of Studies in Southwest Universities in Nigeria

Variable	Sum of Squares	Mean Square	df	F	Sig.
Between Groups	13935.89	2787.18	5	8.55	.000
Within Groups	9776.33	325.88	30		
Total	23712.22		35		

The results of the ANOVA performed in table 5 showed that significant difference existed in the private cost of postgraduates across disciplines in South-West Nigeria public universities in the period under study. ($F_{(5, 30)} = 8.55; p < .05$). The difference was statistically significant. Thus, the hypothesis is rejected.

Discussion

The findings from the study on non-relationship between private cost and efficiency contradicts with the findings of Njeru and Orodho (2003) that relationship exist between di private cost and efficiency of schools. This means that students' yearly investment on education in time and money reveals the magnitude of educational wastage which is an erosion of the limited resources for the sustenance and development of postgraduate education. The money invested in this studies does not guarantee a successful performance of the students' at the postgraduate as other variables such as discipline, courses, time, interruption in school calendar due to strike action and students crises determines success at the postgraduate level. Bassey and Akinyemi (2012) in a study also found out that problems encountered by students which may not necessarily be monetary delay the timely completion of postgraduate programmes in Nigerian universities.

Cost differentials across disciplines by the postgraduate students as reveal by this study is in line with Taubman and Wales (2012) from their research work, using data from various editions of the statistical abstract of the United States (U.S. Bureau of the Census) submitted that there was a significant difference between social unit cost and private unit cost of education.

The finding on cost differentials is corroborated by the study carried out by Saruparia and Lodha (2013) on private cost of technical and professional education who concluded that there was a variance in the social and private cost of both technical and professional education in India

Conclusion

Based on the findings of this study, it is therefore concluded that costs carrying variables such as transportation, accommodation, tuition, and other living cost are the predictors of postgraduate students private cost. Also, the variations in private cost does not determine the efficiency of postgraduate education as other variables such as students' discipline, strike action, time, and students' crises are prevalent to success of postgraduate students that could lead to a sustainable education development in Nigeria.

Recommendations

Based on the findings of this research work, it is therefore recommended as follows.

1. The cost of education has been on increase over the years and as a result becoming more burdensome on the postgraduate students. Universities should

- checkmate all excessive crises which elongated the postgraduate students' academic calendar in order to pave ways for effectiveness and efficiency,
2. Business organizations should make it as a matter of urgency, should share part of their corporate social responsibility in form of scholarship award, donations of books and materials to assist postgraduate students in cushioning the cost of embarking on some expensive but courses in areas of need.
 3. 3. Planners in the field of education should also assess the cost-benefit analysis of university postgraduate education and encourage government at both state and federal to divert the hard-earned resources on fields/courses that are of greater benefits to both individuals and the society at large.

References

- Anna, S. and Eugenia, M. (2005). Parental perception of the education of their adolescent children: Evidence from Greek secondary, *Journal of Career and Technical Education*, 2,(22), 12.
- Ayeni, A.J. (2010). *Teacher's instructional task performance and principals' supervisory roles as correlates of quality assurance in secondary schools in Ondo State*, Unpublished Ph.D. Thesis, Obafemi Awolowo University, Ile-Ife, Osun state, Nigeria.
- Babalola, J. B. (2002). Cost benefit analysis and project management, *External Studies Programme Series*, Ibadan: University of Ibadan .
- Bassey, I.O. & Akinyemi, S. (2012). Private cost of bachelor's degree programme by major fields in Nigeria, *Journal of Studies in Education*, 2(2), 255-258.
- Battese, G.E. and Coelli T.J. (1993). A stochastic frontier production function incorporating a model for technical inefficiency effects. *Working papers in econometrics and applied statistics*, University of New England.
- Belawati, T. (2006). Financing management system in open management, external studies programme series, Ibadan: University of Ibadan.
- Baldacci, E., Clement, B, Cui, Q & Gupta, S. (2005). What does it take to help the poor, finance and development: *Quarterly Magazine of the IMF*.
- Maduewesi, E. J. (2001). Funding of early childhood education in E.J. Maduewesi (Ed.) *Financing of education in Nigeria*, Ibadan: The Nigeria Academy of Education Year Book.

- McMahon, W. W. (1994). Interstate cost adjustments. In J. W. Fowler (Ed.), *Selected papers in school finance*, Washington, DC: National Center for Education Statistics.
- Munn, P. (1998). Parental influence on school policy: some evidence from research, *Journal of education policy*, 13 (3), 379-394.
- Njeru, E.H. & Orodho, J.A. (2003). Education financing in Kenya: the secondary school bursary scheme, Nairobi: Downton Printing Works.
- Oyetakin, A. I. & Adeosun, L. (2014). Analysis of heterogeneities in the unit cost of university education in Nigeria, *European Scientific Journal*, Kocani, Macedonia: 1 (12), 231-239.
- Oyetakin, A.I. (2016). *The economics of education, A systemic approach*, Lagos: Daroye Publishers.
- Okafor, M.C. (2004). *Impact of change in postgraduate tuition fees enrolment demand in University of Ibadan, An empirical analysis* Unpublished M.Ed. dissertation, Department of Educational Management, University of Ibadan, Oyo state.
- Rothstein, R.& Smith, J. (1997). *Adjusting Oregon education expenditures for regional cost differences*. A feasibility study submitted to Confederation of Oregon School Administrators. Management Analysis and Planning Associates, L.L.C.
- Sanyal, B.C.& Martin, M. (2006). Financing higher education: International perspective in financing of universities higher education in the world, *Global Universities Network For Innovations*, New York: Palgrave Macmillan.
- Saruparia C & Lodha S. L (2013): Private cost of technical and professional education with reference to J.N.V. University, Jodhpin (Rajasthan) India. Retrieved on 13/05/13 from www.iiste.org.
- Taubman P. J.& Wales T (2012). *Estimating private and social cost of higher education*. Retrieved on 13 /05/13 from www.nber.org/Chapter/c3666.
- Wachira, K (2002). Nigeria Forbids Public Universities to Charge Tuition, Retrieved on 23/07/16 .From <http://chronicle.com/daily/2002/05/2002052806n.htm>

MOTIVATION AND TEACHER JOB SATISFACTION AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE.

Ihueze Sabina¹, Unachukwu, Glad O. Prof², & Onyali Loyce C. Ph.D³,
^{1,2,&3}Department of Educational Management & Policy,
Faculty of Education, Nnamdi Azikiwe University Awka.

Abstract

This study investigated motivation of teachers and teacher job satisfaction as correlates of students' academic performance in secondary schools in Anambra State. It utilized the correlational research design. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The population comprised 5,761 teachers in the 258 public (state government owned) secondary schools in the State. The sample comprised 1,728 teachers, drawn using stratified sampling technique. Data were collected using a researcher developed instrument titled 'Motivation and Teacher Job Satisfaction and Students' Academic Performance Questionnaire' It was duly validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reliability index of 0.84 was obtained using Cronbach Alpha. Out of 1,728 copies of the instrument administered, 1,700 copies representing 98.4% were duly completed, retrieved and used for data analysis. Data were analyzed using Pearson's Product Moment Correlation Coefficient. The findings revealed that there is a positive correlation between motivation and students' academic performance, and a substantial positive correlation between teacher job satisfaction and students' academic performance. Based on the findings, it was recommended among others that since teachers are happy with their jobs if they have professional achievement, recognition, opportunity to participate in decision making, receive living wage and have good relationships with their boss, that the state government and secondary school administrators should make efforts to uphold these conditions so as to improve teacher job satisfaction and ultimately students' academic performance.

Key words: Motivation, Teacher, Job Satisfaction and Academic Performance.

Introduction

The education system in Nigeria is facing numerous challenges. In response to this, the government and the private sector aim at advancing the quality of teaching and learning. In line with this, scholars have introduced initiatives that facilitate quality assurance and which focus hugely at developing teachers' capacity to participate constructively in quality improvement. For instance, supervisors and monitoring teams visit schools from time to time to ensure high standards in the

academic learning environment. The success of this effort in achieving high standards depends largely on the teachers. The maxim that no educational system can rise above the quality of its teaching staff further underscores the importance of teachers to national development (Federal Republic of Nigeria, (FRN) 2013). Teachers are instrumental to effective learning and quality education. They guide individual learners towards acquisition of knowledge, skills, abilities, information, ideas and competencies needed for purposeful living. The above expositions indicate that teachers are the heart and soul of teaching and learning.

Imaobong (2000) perceives a teacher as an individual who lays the moral foundation on which good citizenship is built. Thus, a teacher's job goes beyond teaching, but stretches into moulding and guiding youths, monitoring students and promoting general character training. Therefore, teachers need to be motivated for effective performance of, and dedication to their jobs. In support of this Ingwu and Ekefre (2006), and Ngada (2003), observed that teacher job motivation and invariably job satisfaction is a key to quality teaching and high standards of academic performance at all levels of education.

The relevance of teachers' job satisfaction is vital for a long term growth and development of any educational system around the world. Therefore, it is an undeniable fact that the future of school's business depends upon the satisfaction level of its workforce (employees). Dissatisfied employees cause immediate problems to their organization, thus better conditions of service for teachers could be an important vehicle for improving students' performance and achieving national educational goals. The perceived unsatisfactory work conditions of school teachers in Nigeria seems to be endemic. Teachers often complain that they are not part of the decision making process in their school. These unsatisfactory conditions that result to low teacher job satisfaction as most often proffered by teacher's themselves include: delayed salaries; poor salaries, lack of motivation, hike in fuel pump price; ineffective staff meeting, communication gap; favouritism; discrimination; unavailability of teaching resources, unhealthy working environment; lack of professional autonomy; political interference among others. The effects of these on teaching/learning process include lack of enthusiasm for the job, teacher absenteeism, teacher stress, poor student performance, leaving the profession suddenly in search of greener pastures and inefficiency on the part of teachers (Daily Trust, 2010).

From all indications the situation to improve working conditions of teachers to meet teachers' demand is not forthcoming. The Nigeria government decided to remove fuel subsidy in 2015 without consultation. This caused hike in pump price of fuel as well as the general level of goods and services. This caused more stress on Nigerian workers, teachers inclusive. Following the effects of this price hike, some of the teachers took it upon themselves to engage in commercial activities even during official hours to augment their pay, some of them out of frustration absent themselves from work while some others punish students unnecessarily as a response to their negative feelings. All these are evidence of conflict between teachers' job satisfaction

and their regular attendance to work (Duvie, 2011). These may likely affect students performance because teacher morale and students achievement go hand in hand. This presupposes that teachers job satisfaction is likely to affect their producing better results.

Job satisfaction has been referred to as a state of mind of an individual worker and how individuals experience their work lives. Job satisfaction can also be described as a relationship between the work and the individual. Workers who are satisfied with their job will be co-operative and motivated while those who are dissatisfied will be inclined to have low quality output, go on strike, be absent from work, invoke grievance procedures or, even leave the organization. The level of job satisfaction of workers is affected by intrinsic and extrinsic factors, the relationships with the work group and degree to which individuals succeed or fail in their work. Some factors that promote job satisfaction as identified by Unachukwu and Joe-Akunne (2016), include professional recognition, good salary, interpersonal relations, job security, professional advancement, favourable working conditions, supervision, achievement in work and promotion as and when due. In another view, Okpara (2006) reported that in Nigeria the most important value or condition conducive to job satisfaction is good salary. The bottom line is that, when teachers are not satisfied on their job, they will not be motivated and students' academic achievement will become a mission impossible.

Motivation is the inner force or urge that drives, directs, or influences an individual to attain organizational goals. Mullins (2010) describes motivation as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period and in the face of difficulties and problems. Unachukwu and Joe-Akunne (2016), perceive motivation as the inner force that drives, directs, or influences an individual towards persistent action in the work place. Teacher motivation can arise from factors within the school system which if favourable to them, could help improve their teaching effectiveness and thus improve on the quality output (students). Motivation is therefore a key factor that determines the rate and success of the teaching learning process.

A motivated teacher is one who not only feels satisfied with his or her job but is empowered to strive for excellence and growth in instructional practice. When teachers are motivated, they become more committed to their teaching job leading eventually to the attainment of educational goals and objectives. The more satisfied teachers are with their jobs the more productive they will be. This is only possible if the necessary motivational factors that enhance job performance and satisfaction are in place.

Motivational factors are those aspects of the job that make employees (teachers) want to perform their duties. They help to propel, stimulate, channel, direct, energize, arouse, sustain and influence the teachers' behaviour towards striving for excellence, and to increase their persistence level in the teaching – learning process

for the achievement of national educational goals and objectives. Ejimofor (2007), argue that teachers who feel deprived of these factors are less motivated to do their best in the classroom.

It is on the basis of this that the researchers embarked on this study which investigated motivation and teacher job satisfaction as correlates of students' academic performance in public secondary schools in Anambra State. Specifically, the study investigated teacher job satisfaction and motivational factors with reference to general working conditions, method and mode of payments, promotion, potentials, and satisfaction with co-workers.

Research Questions and Hypotheses

The following research questions guided the study:

1. What is the nature of relationship between motivation of teachers and students' academic performance in public secondary schools in Anambra State?
2. What is the nature of relationship between teacher job satisfaction and students' academic performance in public secondary schools in Anambra State?

Two hypotheses were tested at 0.05 level of significance; namely:

1. There is no significant relationship between motivation of teachers and students' academic performance in public secondary schools in Anambra State.
2. There is no significant relationship between teacher job satisfaction and students' academic performance in public secondary schools in Anambra State.

Method

The study adopted the correlational survey design. In this study, the design is used to show the magnitude and level of relationship between teacher motivation, teacher job satisfaction and students' academic performance. The population of the study was 5,761 teachers in the 258 state government owned secondary schools in Anambra state. A total of 1,728 teachers were sampled from the population using stratified sampling technique.

A researcher developed instrument titled "Motivation, Teacher Job Satisfaction and Student's Academic Performance Questionnaire (MTJSSAP) was used for data collection. The instrument contains 30 items divided into three parts, A, B, and C. The three parts are on motivation, teacher job satisfaction and students' academic performance respectively. Each part contain 10 items. All the items in the three parts are structured on a 4- point response scale of Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), weighted 1, 2, 3, and 4 respectively.

The instrument was subjected to face validation by three experts; two in educational management and one in educational measurement and evaluation. All the experts are lecturers in the Faculty of Education, Nnamdi Azikiwe University. The internal consistency of the instrument was verified using Cronbach Alpha, and this yielded an overall coefficient of 0.84.

A total of 1,728 copies of the questionnaire were administered by the researchers directly on the respondents. Out of these, only 1,700 copies, representing 98.4% return rate were properly , completed, retrieved and were used for data analysis. Pearson Product Moment Correlation Coefficient was used in answering the research questions and in testing the hypotheses. The critical level of significance for all the analysis was $P < 0.05$. All analysis was done using the Statistical Package for Social Sciences (SPSS) version 20.

For the research questions items with correlation coefficient of 0.00 to 0.40 were regarded as having low relationship; 0.41-0.6 high relationship while items with coefficient of 0.60 to 0.80 were regarded as having substantial high relationship. The relationship was regarded as negative if the correlation co-efficient is a negative value while it was regarded as positive if the correlation co-efficient value obtained is a positive value. For testing of the hypothesis a hypotheses, was rejected if the probability (P) value obtained is greater than the significant level of 0.05 whereas a hypothesis was not rejected if the probability (P) value obtained is less than the significance level of 0.05.

Results

The results are presented hereunder according to the research questions and hypotheses.

Research Question One

What is the nature of relationship between motivation of teachers and students' academic performance?

Table1. Pearson's Correlation between Motivation of Teachers and Students' Academic Performance

	N	Motivation Of teachers	Students' academic performance	Decision
Motivation of teachers	1700	1	.740**	
Student Academic performance	1700	.740**	1	S. Significant

As shown on Table 1, the Pearson's Correlation Coefficient, $r = 0.74$. This is an indication that a substantial positive correlation exists between motivation of teachers and students' academic performance. This implies that if motivation of teachers increase students' academic performance would also increase.

Research Question 2:

What is the nature of relationship between teacher job satisfaction and students' academic performance?

Table 2. Pearson's Correlation between Teacher Job Satisfaction and Students' Academic Performance

	N	Teacher job satisfaction	Students' academic performance	Decision
Teacher job Satisfaction	1700	1	.768**	Positive
Students' Academic performance	1700	.768**	1	

Results in Table 2 show that the Pearson's Correlation Coefficient, $r = 0.768$. This shows that there is a substantial positive correlation between teacher job satisfaction and students' academic performance. Thus if there is an increase in teacher job satisfaction, students' academic performance would also increase.

Hypotheses One

There is no significant relationship between motivation of teachers and students' academic performance.

Table 3: Test of Significance of Pearson's Correlation between Motivation of Teachers and Students' Academic Performance

	N	Motivation	Students' academic Performance	P-Value	Decision
Motivation of teachers	1700	1	.740	0.05	S. Significant
Students' academic performance	1700	.740	1		

Data analysis on Table 3 show that the probability value obtained $r = 0.740$ is greater than the p-value 0.05. Thus there is a significant relationship between

motivation of teachers and students academic performance. The null hypothesis was therefore rejected.

Hypotheses Two:

There is no significant relationship between teacher job satisfaction and students’ academic performance.

Table 4: Test of Significance of Pearson’s Correlation between Teacher Job Satisfaction and Students’ Academic Performance

	N	Teacher Job Satisfaction	Students’ Academic Performance	P-Value	Decision
Teacher job satisfaction	1700	1	.768	0.05	Significant
Students’ academic performance	1700	.768	1		

Data on Table 4 show that the probability value obtained, $r = 0.768$ is greater than the alpha level 0.05. Thus there is a significant relationship between teacher job satisfaction and students’ academic performance. The null hypothesis was therefore rejected.

Discussion of Findings

Analysis of data reveal that a substantial positive correlation exists between motivation of teachers and students’ academic performance. This implies that if there is an increase in motivation of teachers, students academic performance will also increase. This finding agrees with Osakwe (2014), who reported that motivation improves workers performance.

The results also show that there is a substantial positive correlation between teacher job satisfaction and student’s academic performance. This finding agrees with Connors (2000), who argued that teacher morale go hand in hand with students’ academic achievement. This is because when teachers are not satisfied with their jobs, they transfer it to the students in many ways including absence from class. When this happens students suffer and their academic performance will invariably be affected negatively.

The study also revealed that teachers respond positively to motivational factors that give them job satisfaction and higher productivity. These factors include good salary, good condition of service, prompt and regular promotion, recognition and feedback, increased job security/enrichment, professional development and authority, good working environment, challenging and varied work, participation in decision

making and research grants. This is an indication that motivational factors promote job satisfaction and thus improve students' academic performance. Teachers work harder and are more dedicated to their jobs when motivated to do so. This finding supports Aguba (2009), and Osakwe (2014), who variously found out that, irrespective of gender that teachers are more healthier, more productive and more satisfied with their job when motivated. These scholars noted that a conducive school climate and job security influence teachers dedication to their jobs and that this leads to improved students' academic performance. The present finding is also in line with Danish and Usman (2010) and Okoth (2003) who argued that teachers who do not feel supported with motivational factors are less motivated to do their best in the classroom.

Findings of the study also imply that the more teachers believe that teaching is a valuable career the more satisfied they are with their job. This agrees with the view of Armstrong (2009), who pointed out that administrators should not see themselves as the "boss" but as the "facilitator". Continuing, Armstrong stated that an administrator who sees himself as a facilitator always involves his staff in decision making thereby enhancing teacher job satisfaction. The finding also corroborates, Olajide (2000), who asserted that in order to get the best out of employees, the job itself must have desirable features such as being interesting, having good pay and job security. A teacher whose job satisfaction is high, generally go the extra mile in teaching and learning. No wonder, Connors (2000) argued that teacher morale and student academic achievement go hand in hand and that if you don't feed the teachers, they eat the students.

Conclusion

Teacher job satisfaction and students' academic performance happen to be one of the most noteworthy subjects in any educational institution. Motivation plays a vital role in job satisfaction for teachers. Teacher job satisfaction enhances their productivity and is essential to a healthy and prosperous teaching learning environment.

It is for this reason that school managers, and the government should pay increasing attention to the satisfaction of teacher needs in order to boost their morale towards implementing educational goals and hence, improve students' academic performance in schools.

Recommendations

Based on the findings, the following recommendations are made:

1. The government and school administrators should recognize teachers' individual training needs and be supportive of teachers continuing education.
2. School authorities should provide professional development from such as seminars, workshops, conferences among others and encourage teachers to participate in same for their professional growth.

3. Principals should involve teachers in decision making, in schools, as this makes teachers to have a sense of belonging, intimately satisfied and motivated.
4. Government should make living wage for teachers a reality, as this will reduce the search for more funds by the teachers at the expense of their teaching jobs.
5. Administrators should ensure that incentives are given to teachers who are regular to work so as to encourage such teachers and also urge others to emulate this good behavior.

References

- Aguba, C. R (2009). *Educational administration and management-Issues and perspectives*. Enugu: Tons and Tons PDS.
- Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (11th ed). London: Kogan Page.
- Connors, N. (2000). *If you don't feed the teachers they eat the students: Guide to success for administrators and teachers*. Nashville, T.N: Incentives.
- Daily Trust (2010). *Nigeria: World teacher's day: Teachers bemoan their condition*. October 6, Retrieved from <http://Allafrica.com>. stoves 2010/0060635. Html on Nov 15, 2015
- Danish, R. & Usman, A. (2010). Impact of reward and recognition on job satisfaction and motivation. An empirical study from Pakistan. *International Journal of Business and Management*. 5 (2), 195 – 167.
- Duvie, A.N. (2011). Teacher job satisfaction indices as correlate of urban teachers productivity in Abia State public secondary schools. *Nigerian Journal of Educational Administration and Planning* 11 (2)77-92.
- Ejimofor, F. () *Leadership skills and their teachers' job satisfaction in Nigeria*. Unpublished doctoral dissertation, Cleveland State University, Cleveland OH, Retrieved November 12, 2015, from <http://etd.ohiolink.edu/cendpdf.cgi/Ejimofor%francis%200.pdf?csuI2022>.
- Federal Republic of Nigeria (2013). *National policy on education*. Lagos: NERDC Publishers.
- Imaobong, U.N. (2004), Teacher preparation for Nigerian Basic Education. *Journal of Research in Education* 1(1), 1 – 6.

- Ingwu, E.U., & Ekefre, E.N. (2006). A framework for measurement of teacher productivity in Nigeria. *Nigeria Journal of Educational Psychology* 2(2), 1 – 10.
- Mullins, L.J. (2010). *Management and organizational behavior* (9th edition): Pearson Education Limited.
- Ngada, J.N. (2003) Challenges and future of teacher education in Nigeria. *Multidisciplinary Journal of Research Development*.
- Nworgu, B.G. (2015) *Educational research: Basic issues and methodology* (3rd ed.) Enugu: University Trust Publishers.
- Okoth, I.A. (2003). *A survey of the factors that determine the level of job satisfaction among teachers in top ranking private schools in Nairobi* Unpublished M.B.A. Project, University of Nairobi.
- Olajide, A, (2000). *Getting the best out of the employees in a developing economy*. A Personnel Psychology Guest Lecture Series. Department of Guidance and Counselling, University of Ibadan, Nigeria.
- Osakwe, R.N. (2014). Factors affecting motivation and job satisfaction of academic staff of Universities in South – South zone of Nigeria. *International Education Studies*; 7(7), ISSN 1913 – 9039. Retrieved November 12, 2015 from <http://creativecommons.org/licences/by/3.01>.
- Unachukwu, G.O. & Joe-Akunne, C.O. (2016). Motivation: Implications for personnel management. In C.C. Uchendu & B.A. Akuegwu, (Eds.), *Educational management: A guide for practitioners pp 453-477*. Calabar: University of Calabar Press.

REVITALIZING SECONDARY SCHOOLS THROUGH ENTREPRENEURSHIP EDUCATION IN NIGERIA

Amaechina, Uche Obumneme Ph. D¹ & Alaubi, Stanley C.²

¹Department of Educational Management and Policy
Federal College of Education (Technical), Umunze

²University of Port Harcourt, Rivers State

Abstract

Entrepreneurship education in Nigeria seeks to provide students at all level of education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. This paper focused on revitalizing secondary schools through entrepreneurship education. It highlighted the concepts of entrepreneurship education, entrepreneurship education in secondary schools and challenges of entrepreneurship education in Nigeria. The paper concluded that, entrepreneurship education is a central pillar to economic growth and development, as well as employment generation and poverty alleviation which has not been fully embraced and functional in Nigeria. Recommendations were made which include that: students should be trained very well in the area of technology and computer manipulation for a genuine business online, entrepreneurship education should be introduced in the schools right from primary, through secondary and to tertiary institutions and that the government should ensure that the curriculum of secondary education is strengthened to accommodate more business and vocational courses and training.

Key words: Revitalizing, Secondary schools, Entrepreneurship ,Education.

Introduction

Education has been regarded as the vehicle for entrepreneurship skills and scientific development. It had undoubtedly broadened horizons, brought about creative minds, skills and talents which are the hallmark of scientific development and innovations. One of the key indices of a sustainable economy is the ability of a nation to provide gainful employment for its citizens so as to contribute to national building. The productivity acumen is enhanced through the entrepreneurship education provided in the curriculum since no society can rise above the level of its educational system. Entrepreneurship education in Nigeria amongst other things seeks to provide students at all level of education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures (Ezeobata, 2007). Variations of entrepreneurship education are offered at all levels of schooling in Nigeria, primary, secondary schools and tertiary institutions. Countries that have embraced indigenous educational system or technology are in the threshold of technological advancement while those who have relegated it have remained stagnant.

A society that is tied to its natural resources tends to develop people who don't have the enthusiasm and zeal for learning skills for entrepreneurship. The educational system of any country is supposed to be a reflection of its environment, needs and social structures and its objectives and curriculum should encompass the totality of the people's needs. Ozochi (2008) posited that the Colonial Government in Nigeria enforced the pre-independence educational system on Nigeria. It was an education that alienated the people from their culture and value systems. The colonial system of education had limited social objectives. The aim was to produce at best, middle level manpower for the colonial civil services. The indigenous society had no part in designing or implementing it but had to cooperate with it. It was not designed to have an impact on the masses except that it gave public officers certain power over the populace. It could not effectively equip people to fight poverty, ignorance and disease (Akpomi, 2009).

Following the political independence of Nigeria, there was a realization that the type of education our colonial masters left with us needed a critical re-examination of the values of contents, objectives, relevance, methods, administration and evaluation. Nigeria, having realized the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to match the ideals and challenges of changing economic and social structure of modern society (Federal Government of Nigeria, 2013). The implementation of the 6-3-3-4 education system in Nigeria began in 1982 and brought many reforms into the educational system. At the Junior Secondary School level, pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced into the senior secondary level. The aim was to make the graduates of junior and senior secondary schools to learn skills that will make them to be self-reliant even if they don't want to proceed to tertiary education (Omosowo, Akanmu & Asebiomo, 2013).

The Nigerian economy seems to have been depending heavily on oil revenues. There is public suggestion now from all the quarters of the country for the diversification of economy as a result of global fall in oil prices and rising of unemployment among the graduates in the country (Ojeifo, 2013). There is need for the country to increasingly embrace education through information and communication technology and entrepreneurship education. No wonder, a onetime President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo mandated that all students in Nigeria regardless of their course of study would need to study entrepreneurship. With the current situation of unemployment and social vices resulting from it, especially among secondary school graduates, it becomes imperative for the nation to have a re-think on her educational delivery in order to produce children who can be self reliant and self sustaining (Baba, 2013). There is need for entrepreneurship studies in secondary education to be strengthened and tailored towards practical acquisition of skills as well as entrepreneurial culture for sustainable development of individuals as well as the nation.

Concept of Entrepreneurship Education

Entrepreneurship education is designed for the learner to become an entrepreneur. Susan (2013) noted that, an entrepreneur is a person who starts new business venture. Such ventures can be based on totally new ideas, and new ways of doing things or attempting what no one else has done before. An entrepreneur has the talent of seeing opportunities and ability to develop those opportunities into profit making business. Lundstrom and Stevenson (2005) described entrepreneurship as a dynamic process of vision change and creation. This implies that entrepreneurship requires application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship skills are business skills which individuals acquire to enable them function effectively in the turbulent business environment (Ademiluyi, 2007). Uko (2010) stated that entrepreneurship skills are the abilities to manipulate input resources efficiently with a particular enterprise to achieve production goals.

Baba (2013) described entrepreneurship education as a specialized training given to the students or trainees to acquire skills, ideas, managerial abilities and capabilities for self-employment than being employed for pay. Entrepreneurship education according to the European Commission (2006) is a training given to awaken sense of initiative of an individual and ability to turn ideas into action. It includes creativity, innovation, risk-taking, as well as the ability to plan, manage projects in order to achieve the objectives and to master one's own life. Omosowo, Akanmu and Asebiomo (2013) posited that the need for introducing entrepreneurship education in Nigeria's educational system can easily be attributed to the scary unemployment statistics of the nation. The high unemployment rate in Nigeria is the result of academic institutions turning out graduates mostly regarded as unemployable by employers of labour because they lack technical/vocational and entrepreneurial skills. To that extent, entrepreneurship education is an approach to stimulate students to be curious and creative. Stimulating their entrepreneurial abilities and making them confident about education as a specialized training given to the students to acquire skills, idea, managerial abilities and capabilities for self-employment than being employed for pay.

Salleh and Gibbs (1990) conceptualized an entrepreneur as someone who exhibits a distinctive set of enterprising attributes. According to Salleh and Gibbs, these attributes embrace a number of skills, personality traits, acquire experiences and attitude. The enterprising attributes therefore, include creativity, initiative taking, analytical ability, high autonomy and achievement motivation. Entrepreneurship education is designed to provide students with the knowledge, skills and motivation to start up businesses. Ojeifo (2013) noted that, entrepreneurship education is designed to offer functional education for the youth that will enable them to be self employed and self-oriented. It also provides the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities. However, Ojeifo observed that, entrepreneurship education also serve as a catalyst for

economic growth and development, reduce high rate of poverty, rural-urban migration and offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible. In this study, entrepreneurship education is regarded as the means on how to design, develop, organize and manage a business venture along with any of the risks involved in the process.

Entrepreneurship Education in Secondary Schools

According to (FGN, 2013), secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of Secondary Education shall be to prepare the individual for useful living within the society and among other things shall offer diversified curriculum to cater for the differences in talents, opportunities and future roles. It will also provide trained manpower in the applied sciences, technology, and commerce at sub-professional grades and more so, inspire students with a desire for self improvement and achievement of excellence in the process provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. It is no longer news that the youth unemployment rate in the country has skyrocketed. Oguntimehin and Nwosu (2014) noted that, for the Nigerian youth to be empowered economically they should be given the necessary skill acquisition and for this to be done the curriculum should be effectively implemented.

The purpose of secondary academic school is to impart broad and extended general education, thereby providing pupils with standard entry qualifications for university and a solid basis for more specialized education or training. Although the secondary school considers the imparting of knowledge as one of its foremost tasks, it also aims at providing students with numerous other qualifications and skills (e.g., working methods, the ability to cooperate, independence and responsibility). Oladele (2011) believed that to ensure a positive future for Nigeria, the youth who are believed to be the future leaders of the country ought to be well equipped with basic skills to drive the economy. Entrepreneurs have the talent for seeing opportunities and the ability to develop those opportunities into profit making businesses. Entrepreneurship skill acquisition is paramount to developmental strides and prosperity in any nation. The hope of Nigeria becoming one of the biggest 20 economies in the world by the year 2020 would be a mirage without stirring up the entrepreneurship skills in the unemployed youths and adults. Alam and Hossan (2013) noted that, entrepreneurship plays a key role in the process of economic development.

Ofoha (2010) posited that one of the developmental tasks of the youth is the attainment of economic independence which invariably arises from the youth becoming gainfully employed. Consequently, youth unemployment tends to have negative psychological effect on the youth themselves. Entrepreneurship seems to be the key driver of every economy. Wealth and a high majority of jobs are created by small business started by entrepreneurially minded individuals many of whom go on to create big businesses. Omosewo, Akanmu and Asebiomo (2013) posited that the

need for introduction of entrepreneurship education in Nigeria can be attributed to the scary unemployment statistics in Nigeria. It is very disturbing to observe that most of graduates at both the JSS and SSS levels of Secondary Education who have not furthered their studies stay without job. Despite the fact that the training at this level was targeted at preparing this group of youths with both academic and vocational skills that would make them become self-reliant and also prepare them for further studies. Experience has shown that some of graduates of both the JSS and SSS who are jobless after school, become liability to both their parents and the society. Some engage in vices that are detrimental to themselves and the society (Ademiluyi, 2007).

The focus of the pre-vocational education was to expose students at the junior secondary school level to world of work through exploration. Such exposure would enable junior secondary school students make intelligent career choice. Among the pre-vocational subjects are practical Agriculture, Home Economics, and Business Studies (Ofoha, 2010). Introductory Technology is an integration of components of woodwork, metalwork, basic electronics, applied electricity, water flow technology, airflow technology, food preservation, automobile mechanics, technical drawing, physics, rubber technology, chemistry, plastics, basic building technology, and ceramics. While Business Studies has typewriting, shorthand, bookkeeping, office practice, commerce and computer science as components. Fafunwa (2002) stated that the specific objectives of the Junior Secondary School Education are to develop in the students' Manipulative skills (Manual dexterity) invention, respect for dignity of labour and above all healthy attitude towards things technical.

Despite the efforts made by both the government and NGOs to address some of these problems through setting up training centers and programmes, it still persists. There are still a huge number of dropout or secondary school graduates wasting in penury and constituting nuisance in the society. The white collar job pursuit by our graduates which is not always available is not helping the economy of the country. So there is the need for the schools at all levels to gear towards skill acquisition for self-reliant nation.

Challenges of Entrepreneurship Education in Nigeria

In spite of the profound benefits of entrepreneurship education, it still not fully embraced and functional in Nigeria. Entrepreneurship education has emphasis on economics and covers business disciplines like management, marketing and finance with links to psychology, sociology, and teacher education as well as business education. It prepares and builds persons to be responsible and enterprising individuals capable of deep entrepreneurial thinking that contribute to economic and sustainable development. It focuses on expertise that is needed and used to conceive and commercialize business opportunities. Nigeria especially in the face of the global economic crisis and its energy crisis requires graduates who will be job creators and not job seekers. According to Ojeifo (2013), the problems that hinder the development of entrepreneurship education in Nigeria include: lack of access to

capital, rampant political and bureaucratic corruption, poor access to vocational and skills development training for rural and urban youths and lack of data for entrepreneurship. There is little or limited programme design for entrepreneurship education and the absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level. Baba (2013) observed that the problems that hinder the development of entrepreneurship education in Nigeria include:

Difficulty in securing loans from financial institutions: The major challenges being faced by entrepreneurs in Nigeria are the issue of start-up capital. You will agree with me that it is very difficult to secure loans from banks as an entrepreneur, because some of these banks see lending entrepreneur's money as a huge risk. This is due to the level of uncertainty surrounding the Nigerian economy. From experience, I have been able to discover that these financial institutions tend to frustrate aspiring entrepreneurs with some of their ridiculous requirements in a bid to discourage young entrepreneurs from obtain loans from financial institutions. Some of these financial institutions discourage aspiring entrepreneurs with some of their unrealistic demands such as; huge collateral and their unrealistic interest rate which is aimed at discouraging aspiring small business owners. With these practice by banks, a lot of brilliant business ideas has been washed down the drain due to financial constraints.

Poor state of the country's infrastructure: The absence of good infrastructural facilities has been one of the major problems entrepreneurs are battling in Nigeria. The major one is the issue of 'epileptic power supply' that has forced so many businesses to shut down due to the high cost of running them. Imagine when entrepreneurs have to spend extra resources is buying fuel to run their generators which are resources that should have been channeled to other productive areas of the business.

Difficulty in getting venture capital: Getting capital to finance entrepreneurial endeavors in Nigeria is extremely difficult, due to the lack of stability in the political and social economic system.

Inconsistency in the policies of government: The incessant change in the policies of government is one of the major challenges being faced by Nigerian entrepreneurs. In time past, we found out that there's inconsistency in the policies of government which is attributed to the constant change of government. Some of the policies made does not even last for more than 4 years before the new administration changes it. There's no continuity in the policies of government.

The desire for quick returns: another major problem facing Nigerian entrepreneurs is the desire for quick returns. The desire for quick returns is inimical to sustain

entrepreneurship development. However, a lot of businesses fold up due to greed and the urge for quick returns by business owners. A lot of business owners have fallen victims of fraudster who pretend to be business associate and promise to either deliver goods at a very low rate compared to what is obtainable in the market. A lot of unsuspecting business owners have fallen victims to some of these fraudsters, who take advantage of the credulity of business owners and reap them off their hard earned money.

Conclusion

Entrepreneurship education is a central pillar to economic growth and development, as well as employment generation and poverty alleviation. Secondary education is designed to provide the recipients with vocational and entrepreneurial knowledge necessary for agricultural, industrial, commercial and economic development. Entrepreneurship education in Nigeria amongst others, seeks to provide students at all level of education with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Despite the efforts made by both the government and NGOs to address some of these problems through setting up training centers and programmes, it still persists. There is need for the country to increasingly embrace education through information and communication technology and entrepreneurship education so as bridge the gap of the unemployed in the country.

Recommendations

1. Students should be trained very well in the area of technology and computer manipulation for a genuine business online.
2. Entrepreneurship education should be introduced in the schools right from primary school to secondary and tertiary institutions.
3. Teachers should ensure that entrepreneurship teaching has to go beyond the traditional teachings in schools to real practical and students' participatory training workshops.
4. The curriculum of secondary education should be strengthened to accommodate more business and vocational courses and training.
5. Government should establish youth empowerment schemes where the students and graduate of secondary schools could access loan to establish businesses.

References

- Ademiluyi, F.L. (2007). Business competencies needed for effective entrepreneurship as perceived by fresh graduates. *Business Education Journal* 6 (1), 235-246.
- Akpomi, M.E. (2009). Achieving millennium development goal (MDGs) through teaching entrepreneurship education in Nigeria higher education institution. *European Journal of social sciences*. 8(1)152-159.

- Alam, J. & Hossan, M. A. (2013). Linking between franchising networks for entrepreneurship and economic development-looking for a new model. *Arabian Journal of Business and Management Review*. 3 (7), 122-128.
- Baba, G.K. (2013).The challenges of entrepreneurship development in Nigeria and way forward. *Journal of Business and Organizational Development*.5, (1)54-64.
- European Commission (2006). Key competences for lifelong learning: European reference framework. Retrieved on 20th August 2018 from <http://www.britishcouncil.org/sites /British council.uk2/files/youth-in-action-keycomp-en.pdf>
- Ezeobata, P.A (2007). *An evaluation of the religion knowledge programme of teacher training College in Anambra State*. Onitsha: Spaco Press.
- Fafunwa, A. B. (2002). *History of education in Nigeria*. Ibadan: NPS Educational Publishers Ltd.
- Federal Republic of Nigeria (2013). *National policy on education*. Abuja: NERDC Press.
- Lundstrom & Stevenson (2005). *The role of entrepreneurship education in teacher education*. New York: HarperCollins Publishers Inc.
- Ofoha, D. (2010). *Assessment of the Implementation of the secondary schools skill-based curriculum to youth empowerment in Nigeria*. Lagos: Macmillan Publishers Ltd.
- Oguntimehin, Y.A. & Nwosu, J.C. (2014). Building a sustainable development through entrepreneurship education in Nigeria. *Arabian Journal of Business and Management Review*. 3 (7), 278-285.
- Ojeifo, S.A. (2013). Entrepreneurship education in Nigeria.A panacea for youth unemployment.*Journal of Education and Practice*. 4(6), 61-67.
- Oladele, J. A. (2011). *The need for revitalization of national power sector in line with prevailing economic situation and global development*. Ibadan: Ace Publishers Ltd.
- Omosewo, O.E.,Akanmu, M.A. & Asebiomo, M.A. (2013). Evolution of functional basic and senior secondary education curriculum in Nigeria; Implication for effective implementation. *Journal of Education and Practice*.4(22)73-79.

- Ozochi, C. (2008). *History of education, A global trend*. Enugu: Fabson Graphic Production.
- Salleh, M. & Gibb, A.A (1990). *Universities small business and entrepreneurship education. Towards a holistic approach in small enterprises development*. London: IT Publications.
- Susan, W. (2013): Entrepreneur; Retrieved July 13, 2018 from <http://sbinfocanada.About.com/cs/startup/g/enterprenuer.htn>.
- Uko, E.O. (2010). *Resource management education needs of secondary school graduates for their economic success in oil palm production enterprise in Akwa-Ibom State. (Unpublished M. Ed Thesis.)* Department of Vocational Education, University of Nigeria.

EXTENT OF PRINCIPALS' UTILIZATION OF SOCIAL NETWORKING SITES FOR ENHANCING COMMUNICATION IN SECONDARY SCHOOLS IN ANAMBRA STATE

Onyali, Loyce Chiedozie *Ph.D*¹, Asiegbu, Emmanuel *Ph.D*²,
&

Nnebedum, Chidi³

^{1, 2&3} Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka

Abstract

The purpose of the study was to determine the extent of principals' utilization of social networking sites for enhancing communication in secondary schools in Anambra State. The study was guided by two research questions. Descriptive survey research design was adopted for the study. The population of the study consisted of 257 Principals in the 257 public secondary schools in Anambra State. Multi-stage sampling technique was used to sample 178 principals for the study. Data collection was done using structured questionnaire of 13 items, which was validated by experts. Cronbach alpha was used for the reliability test and coefficient values of 0.78 and 0.75 were obtained for parts A and B respectively and overall reliability coefficient of 0.77. Out of 178 copies of the instrument distributed, 169 representing 95% return rate were dully filled and retrieved. Data analysis was done using mean and standard deviation. The findings revealed among others that there was high extent of principals utilization of Whatsapp for enhancing communication in secondary schools in Anambra State. Based on the findings, it was recommended among others that Ministry of Education should train principals through workshops and seminars on the use of social networking sites for enhancing communication in school.

Keywords: Principals, Social Networking Sites, Whatsapp, Facebook, Communication

Introduction

Technological advancement has resulted to the development of various social networking sites that bring individuals together for interaction and exchange of ideas in most fields of lives such as education, entertainment, and commerce. Ehibudu and Tusii-ma (2017) pointed out that the evolution of internet technology has led to its use as the best medium for communication, whereby, two-third of the world's internet population visit social networking or blogging sites, thus serving as communication and connection tool. Arguing in the same line, Maqableh, Lama, Walaa, Masa'deh, Khatib and Karajeh (2015) stressed that social Network Sites (SNSs) have attracted millions of internet users, who have integrated these sites in their daily lives routines.

Social networking sites are internet-based forum or applications that facilitates the creation, storage, sharing and exchange of files, pictures, videos, audio and other form of information. In the same vein, Ikwuka, Egwu, Onimisi and Obumneke-Okeke (2018) defined social networking sites as modern communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest. In the view of Abdulahi, Samadi and Gharleghi (2014); Boyd and Ellison cited in Yeboah and Ewur (2014), social network sites are web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connection with. Social network sites are internet application that allows users to interact, share ideas, express their feelings, disclose personnel information and data which include; picture, and videos at a very increasing high rate and speed (Egenti & Ebenebe, 2018). These social networking sites include; WhatsApp, Facebook, Twitter, Skype, MySpace, Instagram, Wechat, and YouTube among others.

Social networking sites could be applied by principals sending messages, announcing or informing parents and teachers of forthcoming events in the school through social networking sites. Arguing in the same line, Sheninger (2014) asserted that principals could utilize these social networks to communicate; collaborate; acquire resources; elicit feedback; get support; and share ideas, data, strategies, and information with other principals. In the same vein, Ferriter and Ramsden (2011) stressed that principals who are master communicators can use social networking sites to empower teachers, keep stakeholders informed, and foster relationships.

WhatsApp is one of the most common social networking sites. WhatsApp application works on Nokia Smart Phone, Huawei, Tecno Phones, iPhone, BlackBerry, Windows phone and other Android phones. This kind of platform allows school administrators to create a profile for discussions and interaction with staff, students and members of the school community. School administrators can send messages on WhatsApp with no charge other than the internet data plan that they already have on their phones. Yeboah and Ewur (2014) asserted that with WhatsApp messenger, communication through mobile phones has become easier, faster and cheaper. Yeboah and Ewur added that an individual can chat with friends and family overseas through WhatsApp without having to incur global SMS charges. Fawzi (2015) pointed out that WhatsApp supports many different message types, from simple text to pictures to audio files and videos, and this application gave one the ability to exchange information or to create a group that supports the social interactions of up to group members.

Facebook is one of the social networking sites that enables one send text, picture, audio and video. Ogbe (2014) asserted that Facebook is also one of the two most frequented websites in the entire internet. It routinely trades places with Google as the most visited web service and by the company's estimates, it now has over 800 million active users (Golam, 2015). Furthermore, Golam pointed out that Facebook is a popular free social networking website that allows registered users to create profiles,

upload photos and video, send messages and keep in touch with friends, family and colleagues. Principals can create a Facebook profile for school and add teachers, parents and other stakeholders in order to exchange information, updates and photos, share video and receive notifications on various administrative issues in the school. Through Facebook, school principals could posts updates about calendar events to parents and teachers. In the same vein, Rdouan, Abdellatif and Raddouane (2013) pointed out that school administrators can view the files uploaded by others, enrich them with tags, and share their thoughts through comments so as to enhance communication.

Communication is the act of creating, expressing and transmitting information, ideas, feelings or opinions from one person to another or group of people. It is the instrument that aid planning, decision making, organizing and controlling of various programmes in school. It may be extremely difficult or impossible to control and organize personnel in school without effective communication. Akinnubi, Gbadeyan, Fashiku and Kayode (2012) pointed out that communication is essential for understanding roles and assignments; planning and carrying out activities; coordinating approaches with students; providing information to teachers on students' progress and behaviours; and building a positive relationship with students, teachers and other staff. It is through communication that principal informs staff of their various duties, when and how to perform them. Ejeh and Okoro (2016) asserted that through communication, management can establish mutual understanding and exchange of ideas, information, experience and innovation for peaceful co-existence, conflict resolution, cumulative development, progress and well - being of the organizational structure. Today, most secondary school principals in Anambra State seem to have Whatsapp and Facebook account. These social networking sites appear not to be used by secondary school principals in Anambra State for personal purposes. These could be the reason that principals engage in face-to-face communication, invite parents for minor discussion that could be sent through social networks and regularly organize staff meeting for exchange of information. Some secondary school in Anambra State still type an info memo and give to students hoping that the parents would actually see the message. These messages may not reach parents for various reasons. This constitute the problem of this study which is set to ascertain the extent of principals' utilization of social networking sites for enhancing communication in secondary schools in Anambra State.

The purpose of the study is to ascertain the extent of principals' utilization of social networking sites for enhancing communication in secondary schools in Anambra State. Specifically, this study sought to find out the extent of:

1. Principals' utilization of WhatsApp for enhancing communication in secondary schools in Anambra State.
2. Principals' utilization of Facebook for enhancing communication in secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. To what extent do principals utilize Whatsapp for enhancing communication in secondary schools in Anambra State?
2. To what extent do principals utilize Facebook for enhancing communication in secondary schools in Anambra State?

Method

The study adopted a descriptive survey research design. This design was used in this study because the researchers collected data from given population of the study to ascertain the extent of principals' utilization of social networking sites for enhancing communication in secondary schools in Anambra State. The population of the study comprised 257 principals in public secondary schools in Anambra State (source: department of Research and statistics, post primary schools service commission, (PPSSC), Awka, June, 2018). Multi-stage sampling technique was used to sample 178 principals for the study.

The instrument for data collection was the researchers-developed questionnaire titled "Principals' Utilization of Social Networking Sites Questionnaire (PUSNSQ)". The questionnaire was divided into two parts namely A and B. Part 'A' is made up of 8 items on principals utilization of Whatsapp and Part 'B' contains 5 principals utilization of Facebook. PUSNSQ contains 13 items structured on four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted at 4, 3, 2 and 1 respectively. The instrument was validated by two experts in the Department of Educational Management and Policy and an expert in Measurement and Evaluation; these experts are from the Faculty of Education, Nnamdi Azikiwe University, Awka. These experts validated the instrument in relation to the appropriateness and coverage of the items, wordings and clarity of the instructions. The experts' useful suggestions led to some modifications especially in reframing some double barrel items before producing the final version of the instrument.

To determine the reliability of 'PUSNSQ' a pilot study was carried out in Enugu State. The instrument was administered to 15 principals in secondary schools in Enugu State. The data obtained were correlated using cronbach alpha with a reliability coefficient of 0.78 and 0.75 for parts A and B respectively and overall reliability coefficient of 0.77. They were considered reliable in line with Nworgu (2015) who stated that any instrument with a reliability coefficient of 0.60 and above is considered reliable. The instrument was administered by the researchers together with the help of four research assistants that are teachers in Anambra State.

Out of the 178 copies of PUSNSQ distributed 168 were retrieved duly filled, making a total of 95 percent return rate. The data collected was analyzed using descriptive statistics of mean and standard deviation. The mean value was used to

answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In answering the research questions, mean rating that fall between: 4.00-3.50, 3.49-2.50, 2.49-1.50, and 1.49-below were taken to indicate VHE, HE, LE and VLE respectively

Results

Research Question 1: To what extent do principals utilize Whatsapp for enhancing communication in secondary schools in Anambra State?

Table 1: Mean ratings and standard deviation scores of principals on their extent of utilization of Whatsapp for enhancing communication in secondary schools in Anambra State

S/N	Items	(N = 169)		
		Mean	SD	Remark
1	Using of voice message for discussing academic matter with staff	2.45	1.12	Low Extent
2	Using video calls for disseminating information to staff	2.41	0.93	Low Extent
3	Chatting with staff on important academic issues	2.65	1.11	High Extent
4	Creating online group for exchange of information among members of staff	2.73	1.21	High Extent
5	Reminding staff of important events	2.54	1.05	High Extent
6	Inviting parents of important meeting	2.48	1.12	Low Extent
7	Briefing parents of their awards performance	2.55	1.17	High Extent
8	Providing instant update to the parent and teacher on the happenings in the school.	2.50	1.18	High Extent
Mean of Means'		2.54	1.11	High Extent

Result presented on Table 1 showed that the mean scores of principals for items 1, 2 and 6 are with the range 1.50-2.49 indicating low extent of utilization of the items. On the other hand, Principals mean scores for items 3, 4, 5, 7 and 8 are within the range of 2.50-3.49 indicating high extent of principals utilization of the items. The pooled standard deviation score is 1.11 which indicates convergence of their responses implying that their responses are homogenous. The mean of means score of 2.54 is within the range of 2.50-3.49 indicating there was high extent of principals utilization of WhatsApp for enhancing communication in secondary schools in Anambra State.

Research Question 2: To what extent do principals utilize Facebook for enhancing communication in secondary schools in Anambra State?

Table 2: Mean ratings and standard deviation scores of principals on their extent of utilization of facebook for enhancing communication in secondary schools in

S/N	Items	(N = 169)		
		Mean	SD	Remark
9	Creating profile for the school for updating of information	2.54	1.08	High Extent
10	Sharing video of important events of the school	2.38	1.14	Low Extent
11	Posting important pictures for parents to be aware of development projects in school	2.41	1.06	Low Extent
12	Inviting members of the public to attend programmes of the school	2.51	1.12	High Extent
13	Sending direct messages to stakeholders about the progress of the school	2.30	1.21	Low Extent
Mean of Means²		2.43	1.12	Low Extent

Anambra State

Table 2 shows that the mean scores of principals for all items except items 9 and 12 were between 1.50 and 2.49 indicating that there was low extent of principals' utilization for enhancing communication in secondary schools in Anambra State. The pooled standard deviation score is 1.12 which indicates convergence of their responses implying that their responses are homogenous. The mean of means score of 2.43 is within the range of 1.50-2.49 indicating there was low extent of principals utilization of Facebook for enhancing communication in secondary schools in Anambra State.

Discussion

It was found out that there was high extent of principals utilization of Whatsapp for enhancing communication in secondary schools in Anambra State. This finding is supported by Egoza and Yaffa (2017) who reported that Whatsapp is being used as an easy and accessible form of communication in school. This finding is not surprising owing to the fact that sending of message through Whatsapp is free, provided the principals is subscribed to the data or internet service. This implies that principals to high extent; chat with staff on important academic issues, create online

group for exchange of information among members of staff, remind staff of important events, briefing parents of their awards performance and providing instant update to the parent and teacher on the happenings in the school through WhatsApp.

The finding of the study shows that the extent of principals utilization of Facebook for enhancing communication in secondary schools in Anambra State was low. This contradicts the finding of Kasey and Green (2016) who reported that principals frequently use Facebook for disseminating information. This contradiction could be as a result of difference in geographical location. This finding shows that principals to a low extent; share video of important events of the school, post important pictures for parents to be aware of development projects in school and send direct messages to stakeholders about the progress of the school through Facebook. Sending messages through Facebook cost more data than through Whatsapp. This may account for low extent of principals utilization of Facebook for enhancing communication in school.

Conclusion

Based on the findings of this study, it is concluded that secondary school principals in Anambra State have not adequately utilized social networking sites for enhancing communication. This gap is more observable in the area of utilization of Facebook. However, principals to a high extent utilize WhatsApp for enhancing communication in school.

Recommendations

The following recommendations were made based on the findings of this study:

1. The Ministry of Education should mandate all school principals to submit their various social networking sites for exchanging of vital information. The Ministry of Education should properly monitor those sites to ensure that they are properly utilized for the purposes of sharing important videos or pictures of events in school.
2. Non-governmental and community members through symposium should enlighten principals on the use of Facebook for enhancing communication in school.

References

- Abdulahi, A., Samadi, B. & Gharleghi, B. (2014). A Study on the negative effects of social networking sites such as Facebook among Asia Pacific University Scholars in Malaysia. *International Journal of Business and Social Science*, 5(10), 133-145.
- Akinnubi, O. P., Gbadeyan, C.O., Fashiku, C.O. & Kayode, D.J. (2012). Effective communication: A tool for improvement of secondary school management. *Journal of Education and Practice*, 3 (7), 105-110.
- Egenti, U.P. & Ebenebe, R.C. (2018). The social networking among secondary school students in Anambra State: Educational implications for counselors. *International Journal of Innovative Research & Development*, 7(1), 349-355.
- Egoza, W. & Yaffa, Z. (2017). Communication between teachers and parents using the WhatsApp application. *International Journal of Learning, Teaching and Educational Research*, 16(12), 1-12.
- Ehibudu, I. E. & Tusii-ma, V.S. (2017) Influence of Whatsapp and Facebook social media usage on academic performance of secondary school students in Port Harcourt Local Government Area, Rivers State, Nigeria. *Journal of Humanities and Social Science*, 22(12), 7-13.
- Ejeh, E.I. & Okoro, P. (2016). Communication practices in the management of colleges of education in South-Eastern, Nigeria. *Journal of Research & Method in Education*, 6(5), 101-112.
- Fawzi, H. A. (2015). Usage whatsapp application for e-learning and its impact on academic performance in Irbid National University in Jordan. *International Journal of Applied Engineering Research*, 10(19), 39875-39879.
- Ferriter, W., & Ramsden, J. (2011). Communicating and connecting with social media. Bloomington, IN: Solution Tree Press.
- Golam, R.S. (2015). Impact of Whatsapp messenger on the university level students: A sociological study. *International Journal of Natural and Social Sciences*, 2(4), 118-125.
- Ikwuka, O.I., Egwu, T., Onimisi, R.A. & Obumneke-Okeke, I.M. (2018). Influence of social networking sites on the reading habits of undergraduates students of Nnamdi Azikiwe University, Awka. *Journal of the Nigerian Academy of Education*, 14(1), 202-210.

- Kasey, P. & Green, M.B. (2016). Principals' Perspectives on Social Media in Schools. *The Journal of Social Media in Society* 5(2), 134-167.
- Maqableh, M., Lama, R., Walaa, W., Masa'deh, R.T., Khatib, T., Karajeh, H. (2015). The impact of social media networks websites usage on students' academic performance. *Communications and Network*, 7(1), 159-171.
- Rdouan, F., Abdellatif E.A. & Raddouane, C. (2013). *Exploring the potential benefits of using social media in education. International Journal of Educational Psychology*, 3(4), 50-53.
- Sheninger, E. (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin.
- Yeboah, J. & Ewur, G.D. (2014). The impact of Whatsapp messenger usage on students performance in tertiary institutions in Ghana. *Journal of Education and Practice*, 5(6), 157-164.

DISCIPLINE AND CONTROL OF TEACHERS IN SCHOOL ADMINISTRATION

Ezeugbor, Carol O. *Ph.D* & Eboatu, Veronica N. *Ph.D*

^{1,2} *Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka.*

Introduction

One of the most pressing issues in school management is discipline as it concerns administrators, teachers and students. This is quite imperative because no meaningful academic achievement can be attained in any educational setting where there is disorder, disobedience, anarchy and lack of self-control among teachers. Looking at the disciplinary problems in the school system, Ndu in Obi (2004), decried the observed patterns of indiscipline in the three levels of Nigerian educational system (Primary, secondary, and tertiary levels) given the high level of violation some laid down professional conducts by teachers. The breaches may be in form of professional misconduct, incompetence or negligence of one's professional responsibilities and obligations. In view of this, Peretomode (2001) succinctly pointed out that the State Education Commission or Post Primary Schools Services Commission which is responsible for the appointment, posting, promotion and payment of salaries and allowances of teachers is charged with the overall disciplinary control of teachers in her service. In addition, the Teachers Registration Council of Nigeria (TRCN) equally established tribunal for trying teachers who breach professional conducts and other indulge indisciplinary acts.

The actions that are seen as professional misconduct and indiscipline among teachers are discussed in this paper. Various breaches of professional conducts and punishments appertaining to them as outlined in Education Law and teacher's service manual are discussed. The disciplinary committees provided by the Teachers Registration Council of Nigeria (TRCN) for handling issues of professional misconduct and general indiscipline among teachers also formed part of the discuss.

Concept of Discipline

Discipline has been variously defined by different authors. Most often the definition depends on the perspective of the individual author. Some see it as closely linked to order and self-control while some others link it to punishment. Onyali (2014) views discipline as the sum of educative efforts, including the teaching process, the process of character shaping, submission to rules and authority as well as the development of trust. For the purpose of this work, discipline can be seen as a systematic method of obtaining compliance or order and obedience among teachers to

ensure that the set goals of teaching and learning are realized. Discipline thus involves the following three elements;

(a) Training to act in accordance with rules, drilling military discipline,
(b) Activity, exercise, or a regimen that develops or improved a skill,
(c) Punishment inflicted by way of correction and training. Discipline is therefore a control that is gained by requiring that rules or orders be obeyed and punishment be given to bad behaviour. Ndu in Obi (2004) sees discipline as training that develops character, orderliness, self-control and efficiency. Discipline is defined as the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. Discipline therefore may be broadly seen as:

- 1) Training expected to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement.
- 2) Controlled behaviour resulting from disciplinary trainings; self-control.
- 3a) Control obtained by enforcing compliance or order:
 - b) A systematic method to obtain obedience;
 - c) A state of order based on submission to rules and authority.
- 4) Punishment intended to correct or train.
- 5) A set of rules or methods, as those regulating the practice of a church or monastic order.
- 6) To train by instruction and practice especially to teach self-control; to teach to obey rules or accept authority.
- 7) To punish in order to gain control or enforce obedience.
(www.thefreedictionary.com).

Without prejudice, discipline in any educational institution could be seen as a functional product of self-control, orderliness, tolerance, self-restrain and honesty. Also included in the list is integrity, commitment, perseverance, accountability prudence among others. A disciplined teacher is one that has established a goal and is willing to achieve that goal at the expense of his/her individuality. It is the assertion of will power over more base desires, and is usually understood to be synonymous with self-control. A teacher who is self-disciplined has the ability to control and overcome his weaknesses, pursuing what he thinks is right despite temptations to do the contrary. A violation of disciplinary life of the school affects teaching and learning negatively. It is therefore, ripe to state that teachers' discipline and control is fundamental in the realization of school aims and objects.

School Administration

In the school system, the primary objective of administration has to do with the co- ordination and integration of all the factor resources for effective, efficient and functional teaching and learning. It is in this line that Ezeugbor (2014); Nwosu and

Modebelu (2016); Okorji and Unachukwu (2014) see administration as the process of mobilizing all factor resources for the achievement of pre-determined goals and objectives of education.

School administration according to Ukpong (2016) is the ability of teachers to utilize the scarce factor resources to influence students positively towards learning. In addition, school administration involves managing, administering the curriculum and teaching, discipline, examination and evaluation. These onerous responsibilities are carried out by the school administrators through collaborative decision making, planning, organizing, directing and supervising every aspect of the school programme with special emphasis on teaching and learning. Achieving these demand that the school environment should be characterized with obedience to rules and regulation, orderliness, self-control and over all discipline especially among the teaching staff. Different bodies like the Federal and State Ministries of Education, Nigerian Union of Teachers (NUT) and Teachers' Registration Council of Nigeria (TRCN) in recognition of the obvious need for discipline in Nigerian education system have prescribed various codes of conducts for teachers and punishments following infractions of such code of conducts. This is geared towards maintaining professional standards of practice and conduct that are universally acceptable in Nigerian education system.

Discipline and Control of Teachers

The Federal Ministry of Education (1990) in the Nigerian teachers service manual article 5.2 states that infringement of any article of the code of conduct shall incur punishment by the schools management board in the case of Principal/Headmaster, and by the Principal/Headmaster and Schools Management Board in the case of teachers. Such punishment shall range from caution to dismissal depending on the gravity of the offence. It is emphasized that the principle of fair hearing is imperative.

In the case of teachers' misconduct punishment to be given by the Principal/Headmaster shall take the form of;

- a) Oral caution;
- b) Written caution recorded in the log book;
- c) Surcharge (for absenteeism from school or such dereliction of duty);
- d) Adverse annual report;
- e) Suspension from class with an immediate report to the relevant authority requesting ratification of the suspension and placement on half pay, pending appropriate action by authority.

Punishment by the Schools' Management Board may take the form of;

- a) Written caution
- b) Suspension on half pay (example; where court case is in progress).

- c) Withholding of increment
- d) Withdrawal of salary
- e) Reduction in rank
- f) Retirement
- g) Dismissal
- h) Removal of offender's name from the register of teachers.

Infraction by Teachers

The case of infraction by teachers as outlined by Peretomode (2001, pp. 196), rests on the following:

- 1) Lateness to school and school assemblies
- 2) Interval absenteeism from school
- 3) Lateness to the classroom for teaching
- 4) Failure to prepare lesson notes
- 5) Failure to attend staff meetings
- 6) Failure to make use of the blackboard in teaching.
- 7) Examination malpractice (aiding or abetting)
- 8) Indulging in behaviour that tends to degrade the personality of a student, example, hair cutting as punishment, cutting skirt to size, etc.
- 9) Failure to perform duty as house master and not keeping appropriate house records.
- 10) Indecent dressing
- 11) Contributing to the delinquency of a minor
- 12) Deliberate negligence of duty
- 13) Beating or punishing students in disregard to rule and regulations for punishment.
- 14) Stealing of school property example; stencils, stationary, type writer, stop watches, microscope, etc.
- 15) Fighting with colleague or student
- 16) Rudeness or insubordination to the principal or his representative.
- 17) Corruption or fraudulent practices e.g., collecting illegal dues from students, embezzlement of school fees, etc.
- 18) Failure to keep records of tests and examinations.
- 19) Failure to mark class register-as form teacher
- 20) Aiding students in destabilizing the peace and unity of the school.
- 21) Forgery of certificates and other personal documents; giving false information.
- 22) Engaging in activities or crimes that will jeopardize or bring disrepute to the teaching profession or to the school.
- 23) Drinking alcohol while on duty or getting intoxicated to school
- 24) Smoking while on duty, particularly while teaching
- 25) Sleeping while on duty,

- 26) Leaking official and confidential documents to unauthorized persons.
- 27) Drug addition
- 28) Religious fanaticism
- 29) Male teachers flogging female student on the buttocks.
- 30) Going home before the normal closing hour
- 31) Falsification of accounts
- 32) Forging of transfer certificates or results of students.

A close look at the school system today discloses that most of these rules are being infringed upon. Consequently, the State Education Commission/Post Primary School Services Commission should device more stringent means of enforcing rules for better service delivery by teachers.

Teachers Professional Misconduct

Acts or offences specified as professional misconduct for teachers as found in the teachers' service manual (1990 p. 24) include;

1. Conviction for a felony or misdemeanor;
2. Conviction for an offence contrary to any provisions of the Education Law or any regulation made under the law;
3. In relation to an application to registration as a teacher, knowingly furnishing to the Registrar of teachers' information which is false;
4. In relation to an application for employment as a teacher;
 - a) Knowingly making statement which is false in a material particular;
 - b) With intent to defraud, failing to disclose to the employer any material information with his knowledge;
5. Having carnal knowledge of a child who is attending an institution at which the offending teacher is a member of staff;
6. known to be a pupil/student of a school;
7. Conduct prejudicial to the maintenance of order and discipline in an institution;
8. Conduct in respect of the staff or children in an institution which is disgraceful or dishonorable;

The revised Education law of Anambra State of Nigeria (1991) classified the professional misconduct for teachers to include the following;

1. Immorality with a school pupil;
2. Misappropriation of school funds
3. Dishonest conduct in relation to an examination
4. Supervision or falsification of school records or statistics,
5. Bribery, corruption, extortion in connection with school duties,
6. Teaching the children of his school outside for private gains;

7. Teaching the children of another school without the approval of the school board concerned.
8. Conduction of an illegal school whether as proprietor, manager or head teacher,
9. Continuing to teach in an illegal school after warning.

Since acts specified as professional misconduct varies from different schools and management boards, though could be similar in a number of ways, the Imo State Education (Miscellaneous provision) Edict No. 10 of 1988, sixth schedule, section 25 (2) (1)- (10) outlined ten acts constituting teachers professional misconduct as:

1. Immorality with a school pupil
2. misappropriation of school funds
3. dishonest conduct in relation to an examination
4. Suppression or falsification of school records or statistics.
5. Bribery, corruption or exploitation of children's services for personal ends.
6. Hours for private gain
7. Teaching the children of his school outside school hours for private income without official approval by the school management board.
8. Engaging in an illegal school, either as a proprietor, headmaster or teacher.
9. Engaging in any commercial activity or trade, including hawking of any ware during school hours.
10. Proven act of insubordination to immediate boss and consistent dereliction of duty.

It has also been observed that some teachers occasionally absent themselves for days or weeks without official permission. This infraction prompted the Federal Ministry of Education (FME) (1990) to stipulate in the teachers' service manual (5.2.55) that;

- i. Any teacher who absents himself from duty without leave renders himself liable to be dismissed from the service and the onus will rest on him to exonerate himself otherwise he will face the consequences of such act/s . Frequent lateness to school will after three written warnings, render the teacher liable to similar penalty or the imposition of any lesser punishment appropriate to the offence.
- ii. In every case of absence without leave, the teacher will receive no pay for the period of absence. All actions as taken in these cases must be reported to the State Schools Board and to the State Ministry of Education. Case of sudden illness where medical evidence is produced will not, for lack of prior notice alone, constitute a breach of the rules.

Political Activities

Whether on leave of absence or on duty, no teacher allows his political connection to affect the performance of his duties or in his relationship towards his colleagues or students. A teacher shall not engage in other remunerative activities except those related to his profession and which must receive the approval of the appropriate authority.

Duties

Every teacher is required to discharge the usual duties of the post to which he is appointed and any other duties considered as appropriate having regard to the appointment held by him, and which he may be called upon to perform. Willful disobedience of lawful instruction or refusal to serve in any locality within the state decided by the board will be regarded as misconduct punishable by summary dismissal. The law is therefore clear on what constitutes indiscipline among teachers and punishment due to such misconduct.

Punishment

Punishment for teachers' misconduct may come in the following ways;

- i. Dismissal
- ii. Removal on grounds of inefficiency
- iii. Discharge on grounds of general unsuitability for further employment in the case of a person holding a non-established and non-punishable office.
- iv. Reduction in rank
- v. Reduction in salary
- vi. Withholding of increment
- vii. Deferment of increment
- viii. Surcharge of increment
- ix. Reprimand

Provided that nothing in this rule shall be constructed as limiting or otherwise affecting any powers to call upon a teacher to retire or any power to terminate the appointment of the holder of temporary appointment or to order that a teacher acting in a higher post with a view or his eventual promotion thereto, if he proves suitable, shall revert to his substantive appointment, or any powers to defer or withhold increments.

Types of Disciplinary Actions against Infracted Teacher

Section 10 of the teachers' handbook (Federal Ministry of Education, 1990, pp. 46-47) highlighted disciplinary measures that can be taken against any teacher involved in any act of misconduct. As already mentioned, the type of disciplinary action to be taken depends on the magnitude of the infraction. Such actions range from warning, outright dismissal or compulsory retirement.

- i. **Warning:** Immediately the work or conduct of a teacher or officer is considered unsatisfactory he is served with a query and given time and opportunity to defend himself. If he fails to fully extricate himself from the allegation, he may be directed in writing to desist from such act of misconduct. Depending on the number of warning an officer has been given, he may lose his promotion to the next higher grade or may even be demoted or retired from the service.
- ii. **Interdiction:** If a criminal charge has been laid against an officer and it is considered that in the public interest he should cease to exercise the powers and functions of his office instantly, he may be interdicted. When an officer is interdicted, he ceases to report for duty and receives such proportion of the emoluments of his offices, being not less than half, as will be determined.
- iii. **Suspension:** Suspension is applied where a 'prima facie' case (the nature of which is serious) has been established against an officer and it is considered necessary in the public interest that he should forth with be prohibited from carrying on his duties. An officer on suspension ceases to receive his salary pending the time his case is fully investigated. If he is not found guilty, he is paid arrears of his salary not paid during his suspension.
- iv. **Termination:** The appointment of an officer may be terminated, thus removing him from the service for grievous and flagrant misconduct. It may be affected by giving the officer a month's or three months' notice of termination of appointment or payment of a month's salary in lieu thereof.
- v. **Dismissal:** This disciplinary action may be recourse to when an officer is guilty of such flagrant infraction that goes to the root of his appointment and serves the nexus between employer and employee. When an officer is dismissed, no notice or salary in lieu thereof is to be given to him and his dismissal usually takes effect on the date on which he is notified. He therefore loses his gratuity and all pensions' rights.
- vi. **Compulsory Retirement:** An officer may be retired from the service compulsorily as a disciplinary action where it is felt, as a result of misconduct, that he is no longer fit to be in the teaching service. Pension rights are not lost as a result of the retirement.
- vii. **Demotion:** A teacher found guilty of misconduct, such as embezzlement of school fees, development fees, examination fees or collection of illegal school fees or development levies may be demoted in rank; reduction in status may also affect his salary in some cases. Demotion may take the form of reduction from the rank of a principal to that of a classroom teacher or that of a senior teacher to that of a lower status.

Teachers Right to Fair Hearing on Disciplinary Cases

In a situation where a case of professional misconduct is leveled against a teacher in such a way as to warrant disciplinary action, such a teacher must be given

an opportunity for fair hearing. The principle of fair hearing is a constitutional right specified by the various State Education Laws. Above all, it is one of the fundamental rights specified in chapter IV, 5.36(1) of the 2009 Federal Republic of Nigeria constitution (As amended), which states that:

In the determination of his civil rights and obligations, including any question or determination by or against any government or author a person shall be entitled to a fair hearing within a reasonable time by a court or other tribunal established by law and constituted in such a manner as to cure its independence and impartiality.

In furtherance to the right of fair hearing before any severe disciplinary action is taken against a teacher, Section 36 (2) of the constitution, provides for an opportunity for the person whose rights and obligations may be affected to (a) make representation to the administering authority before that authority makes the decision affecting that person.

- c) Contains no provision making the determination of the administering authority final and inconclusive. The right to fair hearing operates on the principle that any teacher charged with severe disciplinary case warranting serious disciplinary measure is presumed to be innocent until he is proved guilty. In such a situation as in a situation of criminal offence Section 36 still provides that such a person;
 - a) be informed promptly in the language that he understands and in detail of the nature of the offence.
 - b) be given adequate time and facilities for the preparation of his defence,
 - c) defend himself in person or by legal practitioners of his own choice.

The whole idea of the principle of fair hearing is to be certain that justice is not only done but must be seen to have been done. It is pertinent to observe here that the principle of fair hearing is God's injunction which took its origin from the bible. In the book of Genesis 3:10-13, after Adam and Eve had eaten the "forbidden fruit", God did not condemn them until they were given ample opportunity through fair hearing to defend themselves. Punishment was pronounced by God to Adam and Eve when the defense they offered as to why they ate the forbidden fruit was unsatisfactory to God. It is therefore imperative that in any case of allegation of serious misconduct against a teacher, that teacher must be given an ample opportunity to defend himself/herself. Supporting this stance, Peretomode (2001) elucidated that if the right of fair hearing (substantive and procedural due process) is violated, any decision or punishment apportioned against the accused teacher would be seen as neglecting the principle of natural justice and therefore be declared null and void and of no consequence.

The crux of the matter is that any accused teacher must be given the opportunity to be heard. This principle is also substantiated in Acts of the Apostles, chapter 25, verse 16. Here Paul was remanded in prison custody but Festus in explaining Paul's case to King Agrippa and the wife Bernice, stated that it was not in the custom of Romans to condemn an accused until he was heard.

Verses 14-16 as submitted by Festus states,

But I told them that we Romans are not in the habit of handing over any man accused of a crime before he has met his accuser face to face and has had the choice of defending himself against the accusation.

It is therefore right to say that fair hearing in respect of teachers in Nigeria is not only a prerequisite requirement of a common law but it is also a statutory and a constitutional requirement. In line with the position of Peretomode (2001), fair hearing implies that;

- a) A person knows what the allegations against him are;
- b) What evidence has been given in support of such allegations;
- c) What statements have been made concerning those allegations?;
- d) Such a person has a fair opportunity to correct and contradict such evidence;
- e) The body investigating the charge against such a person must not receive evidence behind his back. The court has a duty once it is seized with the determination of the civil rights and obligations of any persons to be guided by the principles of fair hearing.

In view of these discussions, it becomes quite reasonable that no teacher should be punished based on any allegation of misconduct without being heard.

However, the schools management in order to achieve her aim of maintaining discipline among staff and students should always follow the guidelines for teachers' discipline and control as contained in the various education laws which has also made provision for fair hearing of teachers accused of professional misconduct. It is in this line that the TRCN established teachers' tribunal to investigate and try cases of teachers' in disciplinary actions.

Disciplinary Committee and Disciplinary Procedures:

The teachers' registration council of Nigeria (TRCN) established by decree No. 31 of 1993 and charged with the responsibility of regulating and controlling entry into the teaching profession in all aspects and ramifications established teacher's code of conduct. This was to avoid any teacher claiming ignorance of what constitutes

misconduct in the discharge of his/her duty. In the light of this, the council exercises its disciplinary functions on serving teachers through the;

- i) Teachers investigation panel (TIP) and
- ii) Teachers disciplinary committee (TDC)

Teachers Investigation Panel (TIP)

No 31 Section 9 of the Act established teachers' investigation panel which shall be set up in all the states of the federation and the Federal Capital Territory. The panel according to the Act is appointed by the governing council in consultation with state ministries and department of Education, Federal Capital Territory. It shall be made up of five members one of whom shall be a legal practitioner.

In section 11 (1) of the Act, it was made compulsory that the heads of all educational institutions should report any case of breach of professional conducts and standards by a registered teacher. Failure of the head to make such a report when the breach has been committed, constitutes an offence against that head punishable by the law court with "a fine of one thousand naira (N1,000.00)" or imprisonment for a term of three months. Other stakeholders of the educational institutions (parents, colleagues, students and the general public) are also empowered to report any case of breach of professional conduct by a teacher to the panel.

The procedures to be adopted by the teachers' investigation panel in making inquiry into allegation of professional misconduct with the intent to dismiss or terminate or demote a teacher include;

- i) Conducting a preliminary investigation into any case where it is alleged that a member has misbehaved in his capacity as a teacher;
- ii) The teacher so affected shall be informed by the panel that an allegation has been made against him shall be invited to respond to it.
- iii) Where the panel establishes evidence of misconduct it shall refer the case to the teachers' disciplinary committee.

Teachers Disciplinary Committee (TDC)

A provision for the existence of teachers' disciplinary committee (TDC) was made in section 9 of the TRCN Act. It stipulates that the committee shall comprise the chairman of the governing council and ten other members appointed by the council. The major responsibility of TDC is to consider the cases referred to it by the teachers' investigation panel. In accordance with section, 10 (1) of the TRCN Act 31 of 1993, grounds that will make a professional teacher liable for prosecution are where;

- a) A teacher is judged by the tribunal to be guilty of infamous conduct in any professional respect, or

- b) A teacher is convicted, by an court or committee in Nigeria or elsewhere having power to award imprisonment of an offence (whether or not punishable with imprisonment which in the opinion of the tribunal is incompatible with the status of a teacher, or
- c) The tribunal is satisfied that the name of any person has been fraudulently registered or a member has made false claims in his registration documents.

If a teacher is convicted on any of the offences so stated, the committee reserves the right to direct as here under;

- i) Advice
- ii) Reprimand
- iii) Suspension of registration
- iv) Cancellation of registration
- v) Criminal prosecution in accordance with the relevant laws of the country.

However, convicted teachers who are aggrieved are empowered by section 10 (4) of the Act to make appeal within twenty eight days of conviction to the High Court of Appeal against the decision taken by TDC. Here, TDC stands as respondent to the appeal thereby sharing the same power as a High Court. By all standards therefore, the committee according to the Act is a tribunal or jury whose rights and privileges should not be trifled upon by workers. It shares the same formation as the medical tribunal set up by the medical and dental council of Nigeria to try erring doctors. Same with legal counsel of Nigeria set up to try erring lawyers.

Compensation for Teachers Injury

In any situation where the teacher is wrongfully and unjustly punished through termination of appointment, interdiction, dismissal or any other severe punishment as prescribed by the education law, there must be a remedy to the teacher. The remedy depends on the type of injury the teacher is meant to suffer or any one already suffered. Agreeing with this, Nwangwu in Obi (2004) highlighted damages the court may award to the unlawfully accused teachers as;

- i. Cost of prosecuting his case in court including the cost of hiring lawyers, obtaining photocopies of documents etc.
- ii. Financial damages for his loss of the opportunity to remain in continuous employment.
- iii. Monetary damages for loss of status, prestige or reputation in his profession following the charges leveled against him.
- iv. Financial damages for the frustration, physical and mental suffering to which the affected teacher was subjected by his employer's action. Punitive damages

may also be awarded where the court found the wrongful action of the employer to be as a result of malice and bad faith.

Conclusion

This paper x-rayed the concept of discipline and punishment that are incurred by teachers on infringement related to the offence. Attention was also given to areas of infraction by teachers, teachers' professional misconduct including absence without leave and political activities that may endanger the demands of the profession. Further attempt was made to x-ray types of disciplinary sanctions against infringed teachers and teacher's right to fair hearing. The procedure for handling disciplinary cases as outlined by the teachers' registration council of Nigeria and compensation for teachers' injury formed part of this paper.

Recommendation

Given the above, it is recommended that the various agencies responsible for maintaining and enforcing discipline in the school system should brace up and live up-to expectations, such agencies like the Federal Ministry of Education, post primary schools services commission (PPSSC), school administrators among others should have a closer look at the public outcry of obvious misconduct of teachers and follow due process in handling them.

Teachers should also appreciate the fact that discipline is a fundamental principle of school improvement and aim at either developing it or acquiring it for effective teaching and learning in all the strata of Nigeria educational system.

References

- Ezeugbor, C. O. (2014). The administrative process. In Glad O. Unachukwu and Pertua N. Okorji (Eds). *Educational management: A skill building approach* pp 35-56. Nimo Rex Charles & Patrick Limited.
- Federal Ministry of Education. (1990). *Nigeria teachers' service manual*. Lagos: Federal Ministry of Education.
- Federal Republic of Nigeria (2011). *Constitution of the federal Republic of Nigeria (as amended) with the national industrial court*. Lagos: Ministry of Information.
- Good News Bible (1976). Genesis; Chapter 3: 10-13, Acts of the Apostles, Chapter 25:14-16.

Nwosu, E.E. & Modebelu, M.N. (2016). Concept of educational administration and education management. In Melody Ndidi Modebelu, Lawrence Okwudili Eya & Joy Chinwe Obunadike. (Eds) *Educational management: The Nigerian perspective*, pp. 10-10 Awka: SCOA Heritage.

Obi, E. (2004). *Law and education management*. Enugu; Empathy International.

Onyali, L. C. (2014). School discipline. In Glad O. Unachukwu & Perpetua N. Okorji (Eds) *Educational management: A skill building approach*. pp.231-251., Nimo: Rex Charles & Patrick limited.

Peretomode (2001). *Education law; Principles, cases and materials on Schools*. Owerri, International University Press.

Teachers Registration Council of Nigeria (2005). *Teachers code of conduct*. Abuja; Teachers Registration Council of Nigeria.

Teachers Registration Council of Nigeria (2010). *Professional standards for Nigerian teachers*. Abuja; Teachers Registration Council of Nigeria.

The free dictionary.com.www. the freedictionary. Retrieved, June 20, 2014.

INFLUENCE OF UNETHICAL PRACTICES ON THE EFFECTIVE MANAGEMENT OF COLLEGES OF EDUCATION IN DELTA STATE

Rev. Fr. Ofojebe, W.N. *Ph.D*

Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State

Abstract

This study focused on the influence of unethical practices on the effective management of Colleges of Education in Delta State. It employed the descriptive survey research design. Four research questions guided the study. The proportionate stratified sampling technique was used to draw a sample of 449 academic staff out of a total population of 898 academic staff in three Colleges of Education (COEs) in Delta State. A questionnaire titled: "Influence of Unethical Practices on the Effective Management Questionnaire" (IUEPEMQ), which contained 63 items, designed on a 4 point scale and arranged into 4 clusters, was used as instrument for data collection for this study. The instrument was validated by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reliability coefficient of 0.80 was obtained for the instrument. Data were analyzed using mean scores to answer the research questions. The findings revealed among others that there were some prevalent unethical practices that influence the effective management of Colleges of Education in Delta State. Based on the findings, it was recommended among others that the government and education stakeholders such as the regulatory agency for COEs –The Nigeria Council for the Colleges of Education (NCCE) and the administrative heads of secondary schools should ensure that the prevalent unethical practices like extortion and forceful sale of textbooks to students, cultism, sexual harassment, plagiarism, irregular attendance to classes by lecturers, among others, are curtailed to the barest minimum in the institutions.

Key Words: Influence, Unethical Practices, Causes, Effective, Management, Colleges of Education,

Introduction

Nigerian Colleges of Education (COEs) are the third cadre in the hierarchy of tertiary education. The mandate of the colleges is to provide quality teacher education services for citizens of the country with regards to the award of Nigerian Certificate in Education (NCE). The Federal Republic of Nigeria (2004:30) highlighted the goals of Colleges of Education as: to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of the

community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance teachers' commitment to the teaching profession. In order to carry out these roles efficiently, all teachers must be professionally trained and inculcated with the ethics and code of conduct of the teaching profession. According to Teachers Registration Council of Nigeria (TRCN) (2013: VI), no profession can stand without clearly defined "dos" and "don'ts" which represents the core values that the profession shares and holds tenaciously.

Since teaching in particular deals with the moulding of character of humanity and itself must rest on a set of solid, tested and proven ethical framework that guarantees the very best atmosphere and trust in the teaching-learning process (TRCN, 2013). This means that for effective management of teacher education institutions – Colleges of Education, inclusive must maintain good working ethics and high moral standards. In most situations one finds a situation (s) or extreme cases where ethics in the workplace are highly bridged and unethical practices flourish. As long as human beings interact and relate with one another, there is usually the presence of both ethical and unethical practices in organizations. This is because no two human beings are the same and ethics deals with values displayed by individuals and people's value also differs. One's value highly influences his/her actions and performance in any organization. The performance of every organization is tied to the performance of every member of staff which is influenced by ethics and ones code of conduct. Omisore and Oyende (2015) opined that values are the foundation upon which individual ethics and attitudes are built. These three components (attitude, ethics and values) shape an individual's character. A person's character is manifested in his/her words and actions (behaviour). The work ethics an individual displays come from his/her values. Our values are dependent on our environment, experiences and life-long influences. These influences include: our parents, teachers, friends, peers, and competitors, among others, anyone or anything that has helped to shape or form our opinion of the world. Workers exhibiting good work ethics are considered eligible for higher positions and more responsibilities. They know that their actions have a direct impact on other people at work. This conscientiousness persuades them to cultivate a responsible outlook to every action they take. These people do not need prodding or constant supervision. They are self-motivated and valuable to their organizations. These workers are highly reliable and are appreciated by their superiors for what they bring to the work place. They are honest, responsible and dependable assets to their organizations (Omisore & Oyende, 2015).

Ethics on the other hand can simply be referred to as a set of principles relating to morals, especially as they apply to human conduct. In specific terms, work ethics is about what is morally correct, honourable and acceptable to the larger majority of the people of an organization, society or group. It is also the rules of conduct that have become a set of norms of the society, group or organization

(Omisore & Oyende, 2015). Ethics deals with the guidelines or rules of conduct by which we aim to live, work and socialize. It connotes what is good or not good, what is morally right or wrong. What is acceptable in a given environment or not, what is expected or not expected of a person (Kanu & Ursula, 2012). According to Oguleye (2000), in the general administration of higher education, ethical behaviour and standards is expected of all – be it teaching staff, non-teaching staff, students and likewise their parents and guardians.

Ethical behaviour therefore occurs when one acts with equity, fairness and impartiality and respects the rights of others, or simply put, when one does what is morally right. According to Manuel, Claire, Thomas and Michael (2012), ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. An entire society can become ethically corrupt. Nazi Germany is a good example of a morally corrupt society (Manuel, et al .2012). Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, examination malpractice and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. Ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons (Manuel, et al.2012). Nevertheless, unethical behaviours occur when decisions enable an individual or organization to gain at the expense of the larger society (Ogunleye, 2000). Ethical issues relate to issues concerning rape, indiscipline, dishonesty, gangsterism, staff criticism, gossip, sexual harassment and molestation related to abuse of office, plagiarism, drug abuse, cultism, intimidation, bribery and corruption, embezzlement of funds, greed, stealing, murder, assault, slander, fraud, examination malpractices and any kind of malpractice of sort, kidnapping, among others (Manuel, et al. 2012; Ogunleye, 2000; TRCN, 2013).

In view of this worrisome trend and situation, the management of teacher education institutions, including those in Delta State is put in jeopardy. There are however, several causes and factors responsible for these unethical practices in the tertiary education institutions. Ogundele (1999) reported several acts of indiscipline, which had their roots in socio-cultural patterns in the political process, economic system, psychological orientation, family background, leadership behaviour, value system, legal/ judicial system, modernization process, majorly due to management slacks, lack of motivation and lack of commitment to religious tenets. These had made the attainment of national development goal difficult and equally resulted in low performance of organizations in Nigeria and which also include education.

Ethical problems have forced various governments in Nigeria since the 1976 administration to introduce one form of legislation or the other to curb this monster. Since, 1997 and up till the present, Nigeria had consistently been listed as one of the corrupt countries in the world by Transparency International. Other factors as

highlighted by Anzene (2014), Eziali cited in Educational group (2012) and Ogundele, Hassan, et al. (2010) include: lack of facilities, gender, age, marital status with its responsibility, inability to cope with stress, employment status, nature of employment, income level, lack of morals and education status distribution, work experience and commitment to organization. These unethical practices have great consequences or influence in the management of tertiary institutions. Ogundele, et al. identified the consequences and influence of unethical practices to the Nigerian society to include unpredictable behaviour in our economic, political and other interactions with foreign organizations. This could lead to lack of attractiveness of investment opportunities from foreign investor especially in education. On the other hand, the cost of attracting foreign investment could become higher in Nigeria vis-à-vis other parts of the world. Notwithstanding, solutions to unethical behaviour must focus on changing people by employing the following approaches as identified by Lawal (2002); Ogundele, Hassan, Idris, Adebakin and Iyiegbuniwe (2010): values related, economics, legal/judicial sanctions, religious, managerial, leadership, family, socio-cultural, educational, training and development, police/armed forces reforms, motivation, modernization, development and multi-dimensional approaches. These are some of the ways of solving several problems created by corruption and bribery in African businesses (Lawal, 2002; Ogundele, et al. Hassan, Idris, Adebakin & Iyiegbuniwe, 2010).

In addition, ethical issues in any organization deals with a problem or situation that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical) (Business Dictionary, 2015). This requires every individual within an organization to work towards achieving the goals set by an organization which falls within an established set of moral guidelines or fair business practices. It also requires that individuals should relate with one another in the organization in an equitable, fair and just manner. This is why in most public organization and professions in Nigeria there is a code of conduct which are ethical principles that guide people's actions, behaviour and relationships with other people and their jobs. Failure to maintain good work ethics in the tertiary institutions have great consequences and influences on the management of tertiary education for future national development and environmental sustainability (Ogundele, et al. 2010).

Statement of the Problem

One of the major issues affecting the management of Colleges of Education in the Nigerian Education system is the problem of ethics. Ethics has very strong link with educational management. In fact if teacher education is to fulfill its purpose of catering for aspects of societal needs, it must of necessity be involved with morality to a very high degree, otherwise it will do more harm than good to the society. This is what is happening in the Nigerian education system and most other African countries whereby there is fall in ethical standards. The persistent presence of unethical practices in educational institutions in Nigeria, Colleges of Education in Delta State

inclusive has resultant effects, influence and consequences on the development and management of these institutions. Unethical practices or issues could be observed in various human activities in the COEs , featuring as cases of indiscipline, cultism, gangsterism, disrespect and negligence of duty, corruption and bribery, examination malpractices and misconducts, office misconducts, theft, kidnapping and assault, among others. There is cogent need to find lasting solutions in order to curtail these unethical activities because they have influenced the quality of education, teaching and learning effectiveness and management practices provided in the school system.

It is therefore on this note that the present study was conducted to empirically ascertain the influence of unethical practices on the effective management of Colleges of Education in Delta State. In doing this, the study looked into the prevalent unethical practices influencing the management of Colleges of Education; causes of the prevalent unethical practices; influence of the unethical practices on the effective management of Colleges of Education in Delta State; and possible solutions towards preventing the prevalent unethical practices in COEs in Delta State

Research Questions

The following research questions guided the study:

1. What are the prevalent unethical practices influencing the effective management of Colleges of Education in Delta State?
2. What are the causes of the prevalent unethical practices in Colleges of Education in Delta State?
3. What is the influence the prevalent unethical practices have on the effective management of Colleges of Education (COEs) in Delta State?
4. What are the possible solutions towards preventing the prevalent unethical practices in Colleges of Education (COEs) in Delta State?

Method

The descriptive survey design was adopted for the study. The population consisted of all the 898 academic staff in three COEs in Delta State This comprises: 0.358 academic staff of Federal College of Education (Technical) Asaba; 260 academic staff of College of Education, Agbor; and 280 academic staff of College of Education Warri. The sample size for this study was 449 academic staff drawn from the three Colleges of Education, using the proportionate stratified sampling technique. To do this, 50% of academic staff in each of the three institutions were sampled. This yielded 179,130 and 140 academic staff from the three institutions respectively, totaling 449 respondents. A researcher developed questionnaire titled: “Influence of Unethical Practices on the Effective Management Questionnaire” (IUEPEMQ), which

contained 63 items, all structured on a 4 point scale of Strongly Agree – SA (4), Agree – A (3), Disagree – D (2), Strongly Disagree – SD (1) and arranged into 4 clusters, was used as instrument to collect data for this study.

The instrument was validated by three experts who are lecturers two from the Department of Educational Management and Policy; and one expert from Department of Educational Foundations (Measurement and Evaluation Unit) all in the Faculty of Education, Nnamdi Azikiwe University, Reliability of the instrument was determined by conducting a pilot-test involving 10 academic staff from two Colleges of Education in Anambra State and thereafter the Cronbach Alpha statistics was used to compute scores which yielded a coefficient (r) value of 0.80. Data collected were analyzed using mean scores to answer the research questions. Any item whose mean score rated above the bench mark of 2.50 was regarded as agreed while those items with mean scores below the bench mark of 2.50 were regarded as disagreed.

Results

Research Question 1

What are the prevalent unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State?

Table 1: Mean scores and standard deviation of academic staff concerning the prevalent unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State

N = 449

S/ N	Please indicate types of unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State	SA	A	D	SD	Total	Mean	Decision
1	Extortion and exploitation of students by lecturers	173	224	30	22	449	3.22	Agree
2	Forceful sale of textbooks	139	215	67	28	449	3.04	Agree
3	Forceful sale of handouts	56	101	143	149	449	2.14	Disagree
4	Fraud and greed	199	142	50	58	449	3.07	Agree
5	Cultism and gangsterism	192	156	46	55	449	3.08	Agree
6	Sexual harassment and molestation	174	157	65	53	449	3.01	Agree
7	Plagiarism	157	227	39	26	449	3.15	Agree
8	Drug abuse	170	193	45	41	449	3.10	Agree
9	Sexual promiscuity from both males and females	203	189	28	29	449	3.26	Agree
10	Indecent/obscene dressing from female folks	212	195	22	20	449	3.33	Agree
11	Examination malpractices and other misconduct	215	191	21	22	449	3.41	Agree
12	Impersonation	158	238	33	20	449	3.19	Agree
13	Irregular attendance to class by lecturers	187	164	46	52	449	3.08	Agree
14	Staff kidnapping	186	222	18	23	449	3.27	Agree
15	Bribery and corruption	206	182	20	41	449	3.23	Agree
16	State armed robbery and murder	53	102	149	145	449	2.14	Disagree
17	Assault and slander	186	142	53	68	449	2.99	Agree
18	Gossips and fellow staff/ student criticisms	230	154	30	35	449	3.29	Agree
19	Indiscipline and dishonesty	189	198	23	39	449	3.20	Agree
20	Fellow staff and student intimidations	204	168	43	34	449	3.21	Agree
21	Appointment of non-professional as lecturers	24	34	189	202	449	1.73	Disagree
22	Theft and stealing	187	156	55	51	449	3.07	Agree
23	Victimization of all sorts: of fellow staff and of female students	179	185	37	48	449	3.10	Agree
Section mean =							3.01	Agree

Results from Table 1 indicate that 17 items namely; 1, 2, 4, 5-15, 17-20, 22 and 23 were rated above 2.50 which is the acceptable mean score, thus show agreement with the statements by the academic staff. The three other items namely 3, 16 and 21 were rated below the acceptable mean score of 2.5 showing disagreement by academic staff with the statements as influence of the prevalent unethical practices on management of the COEs. The section mean of 3.01 show agreement by the academic staff concerning the prevalent unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State.

Research Question 2

What are the causes of the prevalent unethical practices found in the Colleges of Education (COEs) in Delta State?

Table 2 Mean scores and standard deviation of academic staff on the causes of the prevalent unethical practices found in the Colleges of Education (COEs) in Delta State.

N = 449

S/N	Please indicate the causes of the prevalent unethical practices found in the colleges of education (COEs) in Delta State	SA	A	D	SD	Total	Mean	Decision
24	Ineffectiveness on the part of institutional leadership	72	55	153	169	449	2.07	Disagree
25	Insecurity matters	149	174	68	58	449	2.92	Agree
26	Home background and socio-economic status	186	165	55	43	449	3.10	Agree
27	Parental training and up-bringing	179	164	47	59	449	3.03	Agree
28	Dwindling value system in the society	223	164	31	31	449	3.29	Agree
29	Poor legal and judicial system	42	55	153	199	449	1.87	Disagree
30	Ineffectiveness in use of sanctions to offenders	188	155	49	57	449	3.06	Agree
31	Environmental influence and culture that everyone is doing it	170	177	43	59	449	3.02	Agree
32	Technological influence	194	185	37	33	449	3.20	Agree
33	Management personnel slacks and inefficiency	174	175	45	55	449	3.04	Agree
34	Leadership behavior	167	139	73	70	449	3.43	Agree
35	Poor religious and moral instructions in the institution	118	139	108	84	449	2.65	Agree
36	Lack of motivation and teacher empowerment	99	106	128	116	449	2.42	Disagree
37	Economic hardship in the country where most individuals wants the easy way out	187	113	64	85	449	2.90	Agree
38	Ignorance and illiteracy in the area of ethical practices	48	56	208	137	449	2.03	Disagree
39	Age	33	54	176	186	449	1.85	Disagree
40	Gender	56	66	169	158	449	2.04	Disagree
41	Higher educational qualifications and status of staff	42	97	188	122	449	2.13	Disagree
42	Low income level	205	146	43	55	449	3.12	Agree
Section mean =							2.66	Agree

Results from Table 2 indicated that 12 items namely items 25-27,28, 30-35,37 and 42 had mean scores above the acceptable mean score of 2.5 showing agreement with the statements by the academic staff as causes of the prevalent unethical practices in Colleges of Education in Delta state. The remaining seven items namely items; 24, 29, 36, 38-41 were rated below the acceptable mean score of 2.5. This shows disagreement of the respondents with the statements. The section mean of 2.66 show agreement by the academic staff on the items listed as the causes of the prevalent unethical practices found in Colleges of Education (COEs) in Delta State.

Research Question 3

What influence do the prevalent unethical practices have on the effective management of colleges of education (COEs) in Delta State?

Table 3 Mean scores and standard deviation of academic staff with regards to the influence of the prevalent unethical practices on the effective management of Colleges of Education (COEs) in Delta State
N = 449

S/N	Please indicate the influence of the prevalent unethical practices on the effective management of colleges of education (COEs) in Delta State	SA	A	D	SD	Total	Mean	Decision
43	Creates room for management inefficiency in institutions	179	160	47	63	449	3.01	Agree
44	Affects the quality of teaching and learning providing in the COEs	155	186	50	58	449	2.98	Agree
45	Leads to institutional crisis which disrupts the entire academic activities and calendar	188	192	30	39	449	3.18	Agree
46	Incessant strikes in the education system	126	120	101	102	449	2.60	Agree
47	Poor quality output on the part of the students which in terms affects future national development	138	169	68	74	449	2.83	Agree
48	Poor academic performance and achievements on the part of students	186	156	49	58	449	3.05	Agree
49	Inefficiencies in service delivery and poor staff commitment to duty	167	156	60	66	449	2.94	Agree
50	Poor standards, moral decadence and introduction of corrupt practices in institutions which has great effect on value system in education	180	178	49	42	449	3.10	Agree
Section mean =							2.96	

Results on Table 3 indicate that all the seven items listed S/Nos 43 to 50 were rated above the acceptable mean score of 2.5 showing agreement with the statements by the academic staff as the influence of the prevalent unethical practices on the

management of COEs in Delta State. The section mean of 2.96 showed agreement by the academic staff with regards to the influence of the prevalent unethical practices on the effective management of Colleges of Education (COEs) in Delta State.

Research Question 4

What are the possible solutions towards preventing the prevalent unethical practices in Colleges of Education (COEs) in Delta State?

Table 4: Mean scores and standard deviation of academic staff on possible solutions towards preventing the prevalent unethical practices in colleges of education (COEs) in Delta State

N = 449

S/N	Please indicate possible solutions towards preventing unethical practices in colleges of education (COEs) in Delta State	SA	A	D	SD	TOT	Mean	Decision
51	Strengthening religious and moral education as a core course in the curriculum of COEs	166	139	64	80	449	2.87	Agree
52	Inculcating the right value system through education and teaching	179	165	46	59	449	3.03	Agree
53	Use of hard and effective sanctions for offenders	172	154	50	73	449	2.95	Agree
54	Enforcing law of jailing terms for offenders of any sort	57	46	167	179	449	1.96	Disagree
55	Building a good organizational culture through constant seminars and workshops	163	159	55	72	449	2.92	Agree
56	Constant orientation for old and new staff and students	142	168	75	64	449	2.86	Agree
57	Effectiveness of leadership and management towards checkmating staff and students' activities	183	144	54	68	449	2.98	Agree
58	Adequate funding for support of COEs	155	175	59	60	449	2.95	Agree
59	Infrastructural development and adequate facilities provision and maintenance	194	165	46	44	449	3.13	Agree
60	Enforcement and inculcation of rule of law in the system	157	156	67	69	449	2.89	Agree
61	Establishing high ethical standards and culture for building a high spirit of good performance into culture	167	159	55	68	449	3.43	Agree
62	Combating examination malpractices using stringent measures and punishable treatments	158	135	68	88	449	2.81	Agree
63	Strengthening school-community relationship for parental control	167	160	57	65	449	2.96	Agree
Section mean =							2.87	Agree

Results on Table 4 indicated that all out of the 13 items listed, 12 items S/Nos 51-53, 55-63, were rated above 2.5 the acceptable mean score of 2.5 showing agreement with the statements by the academic staff as possible solutions towards preventing the prevalent unethical practices in the COEs. Item 54 was rated below 2.50 showing disagreement by the academic staff for use of hard sanctions for offenders as a possible solution for preventing the prevalent unethical practices. The section mean of 2.87 show agreement by the academic staff on the items listed as the possible solutions preventing the prevalent unethical practices in Colleges of Education (COEs) in Delta State.

Discussions

The finding of the study indicated that prevalent unethical practices influencing the effective management of COEs in Delta State include: extortion and exploitation; forceful sale of textbooks; fraud and greed; cultism and gangsterism; sexual harassment and molestation; plagiarism; drug abuse; sexual promiscuity from both males and females; indecent/obscene dressing from the female folks; examination malpractices and other misconduct; impersonation; irregular attendance to class by lecturers; staff kidnapping; bribery and corruption; assault and slander; gossips and fellow staff/ student criticisms; indiscipline and dishonesty; fellow staff and student intimidations; theft and stealing; and victimization of all sorts: of fellow staff and of female students.

This finding agrees with Manuel, et al (2012), Ogunleye (2000) and TRCN (2013) who earlier reported these as the unethical practices existing in the tertiary institutions. The finding also supports, Anene (2014) who discovered the unethical practices in the school to include cultism, examination malpractices, drug abuse, sexual promiscuity, and indecent/obscene dressing. These issues which have continued to draw the attention of education stakeholders including the national community, in one way or the other affect the administration and management of tertiary education in Nigeria including Colleges of Education in Delta State inclusive. For instance, there has been several cases reported about cultism, kidnapping of lecturers, sexual harassment and its menace in tertiary institutions, in Delta State.

One of the findings of the study revealed the causes of the prevalent unethical practices found in the Colleges of Education (COEs) in Delta State. to include: insecurity matters; home background and socio-economic status; dwindling value system in the society; ineffectiveness in use of sanctions to offenders; environmental influence and the culture that everyone is doing it; technological influence; management personnel slacks and inefficiency; leadership behaviour; poor religious and moral instructions in the institutions; economic hardship in the country where most individuals want the easy way out; and low income level. This finding agrees with Ogundele (1999) whose findings on ethical behaviour in the primary, secondary and tertiary educational institutions in Lagos and Oyo States revealed that leadership, which was singled out as being central in promoting corruption in Nigeria was a

major factor responsible for unethical behaviour in the school system. The finding also corroborates Eziali cited in Educational group (2012) who identified reasons for unethical practices in schools especially in the area of cultism as: search for responsibility, search for satisfaction of one's aspirations and needs, search for security, and social identity. For instance, some students engaged in cults group in order to satisfy their desires, aspirations and needs. Example of this is that a student may belong to a cult group which part of her objective is to ensure the success of her members in academic examinations. Unconducive learning facilities, environment and inadequate welfare programmes for students and staff can also encourage them to engage in unethical practices and also inadequate religious and moral instructions and education can lure them towards engaging into unethical activities (Eziali in Educational group, 2012).

Contributing factors and causes of these acts or unethical practices in the school systems as reported by Kanu and Ursula (2012) include: teacher factors, school factors, societal factors, technological factors, government factors, and leadership factors. Anzene (2014) likewise identified the causes of low values and ethics in the school as including: lack of parental care with regards to one's training and upbringing whereby parents place high premium on wealth to be the pride of their children. The school environment in relation to inadequate recreational and welfare facilities, inadequate library and laboratory facilities, shortage of classrooms for learning, inadequate exposure of students to reading materials. Ezeanya in Anzene (2014: 222) remarked that: "to expect that there will be high moral standards in all those ill-equipped institutions, where accommodation is poor, where there are no tables, poor lighting facilities and water supply will be to expect a miracle to happen". The attitude of lecturers in our tertiary institutions can either stamp out or promote unethical practices. Such attitudes include: exploitation of students by lecturers, compulsory sale of handouts, textbooks as well as sexual harassment in addition to receiving gratification of all kinds from the students can promote social vices. Moreover inadequate commitment to duty by lecturers as well as inadequate incentives and staff welfare policies are also factors that promote indiscipline in our tertiary institutions. The societies in which the staff and students develop and operate also have tremendous influence on unethical practices. Government influence promotes immoral acts in tertiary institutions by involving students in politics and encouraging them to be partisan, apart from undue interference in union matters at the State and even NANS elections, sponsoring division among students, as well as encouraging them to undermine the school authorities. Some Governing Councils of the institutions in some cases also do not help matters because instead of supporting efforts by authorities at controlling these students and curbing their excesses, they wittingly or unwittingly encourage these students to disregard constituted authorities (Anzene, 2014).

The finding of the study also indicated the influence of the prevalent unethical practices on the effective management of colleges of education (COEs) in Delta State.

This includes that it: creates room for management inefficiency in institutions; affects the quality of teaching and learning provided in the COEs; leads to institutional crisis which disrupts the entire academic activities and calendar; incessant strikes in the education system; poor quality output on the part of the students which in turn affects future national development; poor academic performance and achievement on the part of students; Inefficiencies in service delivery and poor staff commitment to duty; poor standards, moral decadence and introduction of corrupt practices in institutions which has great effect on value system in education. This finding agrees with Kanu and Ursula (2012) who discovered that unethical practices have seriously undermined the provision of quality education in Nigeria and overtime, unethical practices have affected the fortunes of our educational system in Nigeria, which is perhaps on the increase now. Our present educational system risks the chance of losing their mandate of providing qualitative education if the progressive decline in ethics is allowed unchecked. A closer look at the system reveals an entire gamut of unwholesome and unethical practices bedeviling it. The rot has permeated every facet of the education sector. It cuts across all ages, parents, teachers, government and the society at large.

It was further discovered that the possible solutions towards preventing the prevalent unethical practices in Colleges of Education in Delta State include: strengthening religious and moral education as a core course in the curriculum of COEs; inculcating the right value system through education and teaching; use of hard and effective sanctions for offenders; building a good organizational culture through constant seminars and workshops; constant orientation for old and new staff and students; effectiveness of leadership and management towards checkmating staff and students' activities; adequate funding for support of COEs; infrastructural development and adequate facilities provision and maintenance; enforcement and inculcation of rule of law in the system; establishing high ethical standards and culture for building a high spirit of good performance into culture; combating examination malpractices using stringent measures and punishable treatments; and strengthening school-community relationship for parental control. This finding concurs with Lawal (2002); Ogundele, et al (2010) who pointed out some of the solutions to unethical issues to include: reducing unethical practices in schools which involves using strict sanctions, moral suasion and reward of excellence or outstanding ethical behaviour; developing ethical codes which involves general development of ethical behaviour in individuals, groups and organizations which calls for massive education, training and development in the colleges, developing ethical codes for various professionals and adhering to such codes, and likewise revitalizing the culture of excellence in education which calls for the restoration of good African traditional values that is based on honesty, trust, respect, considerations, responsibility and accountability.

In the education sector, these also would include: building an organizational culture that supports excellence, establishing ethical standards based on culture founded on ethical principles and sound values which will be force for excellence;

having strategic and articulated human resources – through the process of selection, placement and training; building a spirit of high performance into culture – by inspiring people to do their best and having shared values by employees and managers which will be the core of excellence (Lawal, 2002). With the above findings, the situations in Colleges of Education concerning these prevalent unethical practices need to be addressed and curtailed properly because of its influence and consequences in the effective management of the system. Inculcating good ethics into staff and students in the COEs will work towards achieving quality education, including teaching and learning effectiveness which leads to achieving positive results and outcomes in the institutions.

Conclusion

Achieving quality education, teaching and learning and effective management of Colleges of Education in Delta State largely depend on promoting work ethics within the environment. Ethics stands to inculcate into both students and academic staff sound morals that will boost their performance and commitment. Failure to control the prevalent unethical practices or problems in the COEs would have great influence and negative effect on the management of the institutions which jeopardizes the achievement of goals and indirectly national development. With the scenario, the graduates produced from the institutions will be people who are unethical and corrupt and who cannot contribute towards meaningful development in education and the nation at large.

Recommendations

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

1. Government including education stakeholders such as the regulatory agency for COEs – NCCE and administrative heads in the Colleges should ensure that the prevalent unethical practices like extortion, forceful sale of textbooks, fraud, greed, cultism, sexual harassment, plagiarism, drug abuse, indecent dressing from the female folks, examination malpractices, staff kidnapping, irregular attendance to classes by lecturers, among others, are curtailed to the barest minimum in the institutions. Laws, regulations and sanctions should strictly be adhered to in pursuant of this course.
2. Government including the private sector should support COEs through adequate budgets, funds and financial assistance for infrastructural development, facilities provision and staff continuous motivation as means of fighting and curtailing the causes of the prevalent unethical practices in the institutions. Constant and continuous training, orientation, seminars and workshops on ethics should be organized regularly for all staff and students (both old and new) in order to prevent causes of the prevalent unethical

- practices like insecurity matters, home background and socio-economic status, parental upbringing, among others, in the COEs.
3. The management and leadership of the institutions should operate an open system which promotes good work ethical culture, standards and value system in the COEs in order to prevent the influence of the prevalent unethical practices on the effective management of the institutions.
 4. Moral instruction and education should be highly promoted and if possible form part of core subjects in the minimum standard. Likewise, other strategies such as inculcating the right value system through education and teaching, use of effective sanctions on offenders, building a good organizational culture, leadership effectiveness in the management of staff and students, infrastructural development, combating examination malpractice, among others, can be adopted as means of controlling the prevalent unethical practices in the institutions.

References

- Anzene, S.J. (2014). The challenges of value re-orientation in Nigeria's tertiary education system. *Mediterranean Journal of Social Sciences, MCSER Publishing, Rome-Italy*, 5 (14), 221-227.
- Business Dictionary Online (2015). *Ethics according to the Business Dictionary*. Retrieved from <http://www.businessdictionary.com/definition/ethics.html>.
- Educational Group (2012). *Cultism, why, effects and how to curb the menace in our tertiary institutions*. Retrieved from <http://www.naijapals.com/article/>.
- Federal Republic of Nigeria (2004). *National policy on education*. Abuja: NERDC.
- Kanu, S.I.& Ursula, N.A. (2012). Unethical practices in the Nigerian educational system. *Interdisciplinary Journal of Contemporary Research in Business*, 4 (8), 452-464.
- Lawal, A.A. (2002). Enhancing polytechnic education through culture of excellence. In Adeseye et al (Eds.), *Polytechnic education in Nigeria: Problems and prospects* (pp.246-256). Lagos: Bolufemi Enterprises.
- Manuel, V., Claire, A., Thomas, S.S.J. & Michael, J. M. (2012). *What is ethics?* Retrieved from <http://www.scu.edu/ethics/practicing/decision/whatisethics.html>.

- Ogundele, O.J.K. (Personal communication, June 29, 1999). *Curbing acts of indiscipline in Nigeria: Excerpts from research findings*. A Paper forwarded to President Olusegun Obasanjo. Abuja: Nigeria.
- Ogundele, O.J.K., Hassan, A.R. Idris, A.A., Adebakin, P.I. & Iyiegbuniwe, M.A. (2010). *Challenges of ethics in Nigeria within the context of global ethical practice*. The Academy of Management, National Conference, Lagos.
- Ogunleye, G.A. (2000). Ethics and professionalism in banking: Lessons from the recent distress in the Nigerian banking system. *NDIC Quarterly Journal*, 10 (1).
- Omisore, B.O. & Oyende, A.A. (2015). Work ethics, values, attitudes and performance in the Nigerian public service: Issues, challenges and the way forward. *Journal of Public Administration and Governance*, 5 (1), 157-172.
- Teachers Registration Council of Nigeria (2013). *Teachers code of conduct (2013 edition)*. Abuja: TRCN.

THE EXTENT OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES IN BAUCHI STATE POSSESS OFFICE APPLICATION SKILLS FOR MODERN OFFICE NEEDS

Okeke, A. U. Ph.D

*Department of Technology and Vocational Education,
Nnamdi Azikiwe University, Awka Anambra State*

&

Ifesi, Cecilia

Department of Office Technology and Management, Federal Polytechnic, Bauchi

Abstract

The study ascertained the extent Office Technology and Management graduates in Bauchi State possess office application skills for modern office needs. One research question guided the study, while two hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The entire population of 119 supervisors in the banks, communication industries and ministries in Bauchi state were used for the study. Data were collected for the study with a 15-item validated questionnaire. Cronbach-alpha reliability test was used to determine the reliability of the instrument. Mean statistics was used to answer the research questions while standard deviation was used to check the spread of the responses to the mean. The null hypotheses were tested at 0.05 level of significance using independent t-test and Analysis of Variance (ANOVA). Findings of the study revealed that Office Technology and Management graduates possess office application skills to a moderate extent. However, supervisors in public and private organisations in Bauchi state differ significantly in their mean ratings on the extent OTM graduates possess office application skills for modern office needs. Conclusions were drawn and relevant recommendations were made which includes that graduates should use the period of National Youth Service to acquire practical knowledge in office application so as to prepare them for the labour market.

Introduction

In today's business world, one of the things that make organizations unique is the extent they use information and communication technologies (ICTs). Information and communication technology has been defined by Nwaukwa (2015) as new technologies used for accessing, gathering, manipulating and making available or communicating information for an enhanced learning. ICT refers to digital devices made up of computers and telephones with varying capacities for information processing, which has become today's office managers' management tool. Through the operations of Management Information System (MIS), ICT is used as a major

management tool to create, store, organize, retrieve and use information relating to staff, operations, cost, examination and other records (Okoro, 2013). The development of information and communication technology has greatly facilitated the operation of business organizations at a relatively low cost. ICT makes possible the processing of data to generate information. Information in this sense is data that have been processed, which become meaningful and understandable to the receiver.

Information and communication technology needs have become the current trend in the 21st century global development. It is indeed an essential need of the modern society. The vision of the ICT Policy is to make Nigeria an Information Technology (IT) capable country in Africa and a key player in the information society, using it as the engine for sustainable development and global competitiveness in areas like education, creation of health, poverty alleviation, and job creation among others. The needs of the society are expressed in terms of general aims which influence curriculum planning. Therefore Office Technology and Management (OTM) graduates are expected to possess skills for modern office needs.

An office is seen as any place where business, clerical and professional activities take place. The modern office, according to Ekpenyong (2008) involves the use of new inventions or devices in an office to transform, or change the process of office work. Ekpenyong stated that it is this rapid change in the technology of office work through the use of computers to do the work that was previously done manually that explains what we call modern office. Modern office encompasses more innovative equipment that facilitates efficiency in office work than traditional offices. Traditional office depends on manual typewriters and punching machines. Personnel that worked in the office at that time included the typist, the receptionist, the secretary, the messenger or office assistants, tea girls and a host of other office workers. The office of today has changed as a result of many electronic devices which adorn the offices. Electronic equipment permits fast and economical processing of huge amount of data, records can be managed using electronic filing techniques and electronic document interchange. Central to the ICT operations is the computer. Modern office of today does not need many workers as against the traditional office since the use of ICT enables few hands to effectively run an office. In the view of Olorundare (2013), ICT has found its niche in education sector. The development in the education sector in both developed and developing countries attest to the fact that ICT has become a central focus of many countries' educational policies. ICT devices are being used to prepare the present generation of students for a future workplace that would undoubtedly be characterized by ICT. Olorundare argued that preparing students (OTM students inclusive) for tomorrow's world can only be done through a careful integration of ICT in their curriculum.

Current changes in the business office led to a sustained call by secretarial studies students, business educators, managers of business organizations and other practitioners in the field for the need to align the Secretarial Studies programme with the prevailing realities in the business office brought about by ICTs. This call is to

prevent secretarial studies students and allied business graduates being rendered irrelevant in contemporary offices due to insufficient skills acquisition. In response to these repeated calls, the National Board for Technical Education (NBTE) as one of its functions, in 2004, designed the existing Office Technology and Management (OTM) programme (Olukemi & Boluwaji, 2014). The OTM is to equip secretarial and office students with vocational skills in Office Technology and Management and socio-psychological work skills for employment in various fields of endeavour. In addition to other changes, the present OTM programme incorporates many ICT courses that equip students with relevant skills to fit into 21st century offices as against a few courses in word processing in the old programme.

Office technology and management (OTM) is a component under the umbrella of business education. Business education, in the view of Popham, Schrag and Blockhus (2005) is education that prepares students for entry into and advancement in jobs within business. Olukemi and Boluwaji (2014) defined OTM as the application of scientific knowledge, devices and systems to facilitate and enhance the information processes and delivery of same. It is also viewed as a concept that is associated with office automation, electronic technology and office globalization. Office Technology and Management is a course of study in the Nigerian tertiary institutions designed to replace the secretarial studies programme. The need to prepare and make students of secretarial studies competent, skillful and employable in the world of work, which is being driven by technological content in the curriculum of erstwhile secretarial studies programme in the nation's tertiary institutions, gave birth to Office Technology and Management. Adelakin (2009), Nwabuona (2010) described the OTM programme as focusing on combination of office information technology skills with adequate and relevant business knowledge in solving organizational problems.

Graduates of Office Technology and Management are produced from universities, polytechnics and colleges of education. A graduate of Office Technology and Management is a person who has completed a course of study in Office Technology and Management programme. Esene (2014) opined that graduates of OTM programmes are called Office Technology Managers, Professional Secretaries or Administrative Assistant Officers.

Skill is the proficiency, or dexterity that is acquired or developed through training or experience. It can also be seen as an ability to carry out an activity or job well especially because of practice. Okoro and Ifesi (2016) viewed skill as the ability which comes from a person's knowledge, aptitude to do something efficiently. Therefore, to ascertain the level of skill possession of the OTM graduates in Bauchi state, the opinion of their supervisors is very important since they are responsible for planning and directing the work flow of the organization and making sure that individuals carry out their duties accordingly. Supervisors in the context of this study are made up of the managers of some private and public organisations which include banks, communications industries and ministries in Bauchi State under which the OTM graduates serve. The choice of these three organizations is based on the fact that

they have automated offices where most of the modern office equipment can be found. As modern office needs are changing every day, there is need to train skilled OTM students to meet these modern office needs when employed after graduation.

In order to ensure that trainees acquire needed skills for the emerging responsibilities in industries in this technological era and that the required standard is maintained,, the NBTE ensured that relevant curricula and minimum standard are put in place. This is followed by periodic accreditations of the institutions offering the programme. Office Technology and Management courses are offered in colleges of technology, polytechnics and universities of technology where successful trainees are awarded National Diploma (ND), Higher National Diploma (HND) or Bachelor of Science (B.Sc.) degree in Office Technology and Management as the case may be. Graduates of these OTM programmes are therefore certified as qualified secretaries based on their training. The programme is oriented towards ICT and incorporates the following components in its design: Office Application, Office Technology, Business and Administrative Management and General Studies.

Office Application Skills deals with the ability to understand the impact of ICT in the workplace, identify the computer main components, and work efficiently on any window environment using word processing packages and to apply key health and safety using principles in the office (Okoro, 2009). According to Ojukwu and Ojukwu in Olukemi and Boluwaji (2014), the office application skills which OTM students and business education graduates must acquire if they are to remain relevant in the present dispensation and fit into modern offices include: keyboarding skills, shorthand, computer excel manipulation, networking skills, word processing, reprographic skills for documentation, office practice skills, database management among others. According to Okoro (2009), office application is software that is used in business operations among which are: word processing, spreadsheet, database management and e-mail. Common office applications are widely available in a packaged set from vendors. Esene (2012) asserted that office application components of OTM are ICT, word processing, computer appreciation and WEB page design. Okoro (2009) further enumerated some of the office application skills OTM graduates must possess in order to fit into modern offices to include: Knowledge of Keyboarding as an input device, Advanced transcription such as transcribing dictated passages of varying speeds with a minimum of 95% accuracy, High speed when producing information using a personal computer, Reprographic skills for documents, Word processing skills for documents, Networking skills, Skills in computer spreadsheet manipulation, Operation of MS word for windows, Design and maintain webpage Internet services skills, Video/teleconferencing skills, E-commerce, E-tailing and other E-business concepts, ability to use search engines, carry out electronic presentation using MS power point, Database management skills, Advanced desktop publishing skills, Ability to assemble reports from complex sources such as retrieving information from electronic files. According to NBTE (2004), with MS Excel, students are equipped with strong skills to effectively

and efficiently work using a computer-based spreadsheet. In this ICT application, it is required that OTM lecturers should be able to equip the students with spreadsheet competencies that would help them discharge their duties effectively in the modern office.

Power point presentation is an aspect of OTM curriculum designed to equip students with strong skills to effectively and efficiently work using a computer-based visual aid presentation applications. This aspect of ICT application in OTM curriculum is designed to enable students to understand the importance of designing web pages for modern offices, have full command of a web design software application to improve business online performance and understand the impact of using the internet for business and commerce in the modern economy. Webpage design involves use of computer application program such as MS Front Page to create and format a web as well as hyperlinks.

According to Nwosu (2007), the modern office of today has placed a demand on the graduates of OTM who must possess all the necessary office application skills needed in order to be efficient in office operations. The author went further to state that any OTM graduate who cannot demonstrate basic knowledge of the networking system in the office, share ideas with colleagues using video conferencing and use search engines to locate valuable information will face challenges in the office of today. Oduma (2010) noted that business education graduates should possess competence in the use of database packages especially MS Access. He defined Access as a program that enables organization to easily create, share and maintain data and files electronically. Okoro (2010) averred that in this technological age secretaries should enhance their capacity in the use of internet technologies to get information that would help in performing their functions in the office.

The relevance of OTM programme is measured by the effectiveness, competence and job performance of the graduates of the programme when employed in private and government organizations (Amiaya, 2013). Also, the rationale for determining the extent OTM graduates possess skills in meeting the modern office needs can be underscored when viewed from the perspective of supervisors' position as ones who monitors or oversees employed graduates of OTM programme to ensure that they perform their assigned jobs efficiently at the right time. Also, the frequency of the emergent new technologies in the work environment of the trainee office workers underscore the need for assessing the skills possessed by graduates of OTM programme.

The rate of unemployment among OTM graduates of tertiary institutions across the nation suggests that Office Technology and management graduates may not have been performing up to the skill requirements of modern offices. Akpotohwo (2014), observed that supervisors of private and public organizations are worried about the poor performance of graduates of the OTM programmes in their office functions. Akpotohwo also opined that this poor performance could be as a result of inadequate trainings received in OTM programmes which tend to render OTM

graduates ineffective in modern offices. This may likely be the case in Bauchi state. Therefore this study is carried out to determine the extent OTM graduates in Bauchi state possessed performance skills for modern office needs. The assessment will probably enhance the delivery and facilitation of teaching and learning, and better equipment of OTM programme with ICT facilities for better students' training.

Statement of the Problem

The modern office needs of today have become enormous and pose a challenge to trainees in office skills. The influx of technology has drastically changed the office setting and equipment. Continuous flux does not seem to be matched by efficiency and effectiveness of personnel. The unsatisfactory performance of OTM graduates across the nation suggests that Office Technology and Management graduates may not have been equipped with the performance skills required to meet with modern office needs. One would have thought that with the advancement in technology and modern office equipment which gave rise to the inclusion of several ICT courses in the OTM curriculum, OTM graduates would be adequately equipped with the relevant skills needed to carry out office functions efficiently but this is far from the case. Okoro (2009) noted that many OTM graduates are still unable to demonstrate basic knowledge of networking system nor able to use internet technologies to source for current information in the office. Experts in the field have decried the seeming ineffectiveness and inefficiency of graduates of the OTM programme. According to Olukemi and Boluwaji (2014), the success of OTM programme is measured by effectiveness and efficiency of its graduates in performing their job functions. The difficulty of OTM graduates to utilize various computer-based technologies as observed by Okolocha and Olannnye (2015), and the outcry of supervisors about the inability of graduates of the OTM programme to use various ICT applications in carrying out office functions is worrisome. Could this poor performance be as a result of the type of training received by the graduates in the course of studying?

It is in view of the above reasons that this research was designed to ascertain how OTM graduates in Bauchi state fit into the picture in the opinion of their supervisors with respect to their possession of office application skills.

Purpose of the Study

The purpose of this study is to determine the extent office technology and management graduates in Bauchi state possess office application skills for modern office needs.

Research Question

To what extent do office technology and management graduates in Bauchi state possess office application skills for modern office needs.

Hypotheses

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

1. There is no significant difference between the mean ratings of supervisors in private organisations and those in public organizations in Bauchi State on the extent OTM graduates possess Office Application skills for modern office needs
2. Supervisors in banks, communication industries and ministries in Bauchi State do not differ significantly in their mean ratings on the extent OTM graduates possess Office Application skills for modern office needs.

Method

The study employed the descriptive survey research design. The population of the study consisted of 119 supervisors in banks, communication industries and ministries in Bauchi state. The instrument for data collection was a structured questionnaire which was validated by three experts and the internal consistency of the questionnaire items was 0.85. The questionnaire was administered with the help of three research assistants that were briefed. Out of the 119 questionnaires administered, 110 (92%) were retrieved. Mean and standard deviation were used in analyzing the data relating to research questions while the independent t-test and analysis of variance (ANOVA) were used to test the hypotheses at 0.05 level of significance. The mean responses on the research questions were adjudged on the following basis: 1.00-1.49 very low extent (VLE), 1.50-2.49 low extent (LE), 2.50-3.49 moderate extent (ME), 3.50-4.49 high extent (HE) and 4.50-5.00 very high extent (VHE). Where the F-computed in ANOVA and t-calculated in t-test was equal or greater than F-critical/t-critical the null hypotheses was rejected but was accepted where the F-computed/t-calculated was less than F-critical/t-critical.

Results

**Table 1 Respondents' mean rating on the extent OTM graduates possess office application skills for modern office needs
N= 110**

S/N	Office Applications Skills	\bar{x}	SD	Remark
1.	Ability to produce mailable documents of different forms using Microsoft Office Word	4.07	1.03	High Extent
2.	Apply suitable formats to various kinds of documents	3.71	1.43	High Extent
3	Create and organize a data base system	3.13	1.24	Moderate Extent
4.	Design and maintain a webpage	1.9	1.18	Low Extent
5.	Produce data using spreadsheet	4.26	.70	High Extent
6	Demonstrate basic knowledge of the networking system in the office	2.33	1.52	Low Extent
7.	Use internet technologies to source for current information.	2.73	1.53	Moderate Extent
8.	Share ideas with colleagues using video conferencing	1.95	1.22	Low Extent
9.	Use search engines to locate valuable information	2.88	1.40	Moderate Extent
10.	Retrieve information from electronic files	4.59	.59	Very High Extent
11.	Demonstrate basic knowledge of Desktop Publishing	2.36	1.53	Low Extent
12	Send information within and outside the organization using email	3.9	1.08	High Extent
13	Maintain information security in the office	4.52	.87	Very High Extent
14	Update various software and antivirus programs when the need arises.	4.52	.68	Very High Extent
15	Use Microsoft Power point for presentation	2.7	1.38	Moderate Extent
Cluster Mean		3.30		Moderate Extent

The data in Table 1 show that three items (10, 13, and 14) were rated by the supervisors to a very high extent. Out of the 15 items, the supervisors rated four (1, 2, 5 and 12) to a high extent, four (3, 7, 9 and 15) to a moderate extent and four (4, 6, 8 and 11) to a low extent. The cluster means score of 3.30 shows that on the whole supervisors in the area of study rated OTM graduates office application skills to a moderate extent.

Hypothesis 1

There is no significant difference between the mean ratings of supervisors in private and those in public organizations in Bauchi State on the extent OTM graduates possess Office Application skills for modern office needs

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 2

Table 2: t-test result of the difference between the mean ratings of supervisors in private and public organisations in Bauchi state on the extent OTM graduates possess Office Application skills for modern office needs.

Ownership of organization	N	Mean	SD	A	df	t-cal	t-crt.	Decision
Public	80	16.18	14.75	0.05	108	2.397	1.658	Significant
Private	30	9.57	5.00					

Table 2 shows that the calculated t –value of 2.397 is greater than the critical t-value of 1.658 (2.397>1.658) at 0.05 level of significance and 108 degree of freedom. This means that the respondents differ significantly in their mean ratings regarding the extent OTM graduates possess office application skills for the modern office as a result of ownership of the organization. Therefore the null hypothesis was rejected.

Hypothesis 2

Supervisors in banks, communication industries and ministries in Bauchi State do not differ significantly in their mean ratings on the extent OTM graduates possess Office Application skills for modern office needs.

This null hypothesis was tested using ANOVA at 0.05 level of significance and the results are presented in Table 3

Table 3: ANOVA result of the difference in the mean ratings of supervisors in the Banks, Communication industries and Ministries in Bauchi state on the extent OTM graduates possess Office Application Skills for modern office needs

	Sum of Squares	df	Mean Square	F-cal	F-tab	Decision
Between Groups	1789.013	2	894.507		.	
Within Groups	17766.950	106	167.613	5.337	3.07	Significant
Total	19555.963	108				

The data in Table 3 indicated that the calculated f -value of 5.337 is greater than the tabulated f -value of 3.07 ($5.337 > 3.07$) at 0.05 level of significance and 108 degree of freedom. This means that the respondents differ significantly in their mean ratings on the extent OTM graduates possess office application skills for the modern office as a result of the type of organization. Therefore the null hypothesis was rejected.

Discussions of the Findings

Findings of the study revealed that OTM graduates in Bauchi state possess office application skills to a moderate extent. OTM graduates were rated as possessing skills to a low extent in designing and maintaining a webpage, demonstrating basic knowledge of the networking system in the office, sharing ideas with colleagues using video conferencing and ability to demonstrate basic knowledge of desktop publishing. This finding is in line with the finding of Ezenwafor (2011) who found that business education students on graduation cannot manipulate various computer application programmes which are commonly used in the modern office. This study also revealed that OTM graduates possess the ability to create and maintain a data base system to a moderate extent. The finding is also in line with the finding of Okolocha and Olannye (2015) who held that secretaries in government ministries in Delta state fairly possess data base management competencies.

The result also showed that OTM graduates skills possession in using internet technologies and search engines to source for current information and using power point for presentation were rated to a moderate extent. The finding is in line with Okoro (2010) who found that most secretaries seldom use the internet technologies to get information that would help in performing their functions in the office. However, the finding to an extent disagrees with that of Okolocha and Olannye (2015) which revealed that secretaries in government ministries in Delta state highly possess power point presentation and internet application competencies. This disagreement in the findings may be as a result of the area of the study and the kind of development obtainable in the environment. It was also discovered from the study that OTM graduates possess skills to a high extent and very high extent respectively in the use of Microsoft office word, spreadsheet, sending information using email, retrieving information from electronic files, maintaining information security and updating various software and antivirus programs. This finding buttressed that of Ezenwafor (2011) who found that business educators (OTM inclusive) in tertiary institutions were competent in word processing and adequately utilize it in training students. The finding also, is in support of Okoro (2010) study who found that secretaries in Bauchi are competent in Microsoft office word, spreadsheet and maintaining information security in the office, Microsoft office word and spreadsheet are the most frequently used applications by secretaries in the office, and this informs the finding of this and other studies.

Furthermore, the test of the null hypotheses showed that supervisors in private and public organisations as well as banks, communication industries and ministries in Bauchi state differ significantly in their mean ratings on the extent OTM graduates possess office application skills for modern office needs. This difference in the opinion of the supervisors could be attributed to the extent to which the organization is able to provide the necessary modern technology and the type of application program used by the OTM graduates for carrying out office functions. In the view of Okoro, (2010) most ministries are still unable to provide the needed modern office technology for the day-to-day running of the office. The author further stated that the ability of the secretary to perform efficiently is dependent on the extent to which the organization is able to equip the office with modern technologies. Those graduates who work in the banks and communication industries are likely to be exposed to more sophisticated technologies than those working in the ministries.

Conclusions

Based on the findings of the study, the following conclusion were drawn: The office technology and management graduates in Bauchi state possessed office application skills to a moderate extent; the Supervisors in private and public organisations differ significantly in their mean ratings regarding the extent OTM graduates possess office application skills for the modern office. Supervisors in the Banks, Communication industries and Ministries in Bauchi state respondents differ significantly in their mean ratings on the extent OTM graduates possess office application skills for the modern office as a result of the type of organization.

Recommendations

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

1. OTM graduates in Bauchi state should not rely only on institutional provision for skill update rather personal sacrifice should be made to keep them professionally relevant and up to date.
2. Students should liaise with private computer training centers for skill development and update especially in the areas of database management, desktop publishing, webpage design and networking system,
3. Graduates should use the period of National Youth Service to acquire practical knowledge in office application so as to prepare them for the labour market.

References

- Adelakin, R. T. (2009). Issues and trends in teaching and learning of office technology and management. Association of business educators of Nigeria (ABEN). *Book of Readings*, 1(9), 114-123.
- Akpotohwo, F. C. (2014). Re-engineering entrepreneurship development through corporate branding culture concepts for sustainable development in an emergent economy. *Developing Country Studies*, 4(24), 163-167.
- Amaiya A. O. (2013). Strategies for improving the provision of ICT resources in office technology and management programme in the polytechnics in Delta state, Nigeria. *American International Journal of Contemporary Research* 4(1) 291-296. Retrieved from: [http:// www. Aijernet.com](http://www.Aijernet.com) on 2/5/15.
- Ekpenyong, L. E. (2008). Business education views on the entrepreneurial competencies needed by business education graduates. *Delta Business Education Journal*, 1(3), 200-204.
- Esene, R. A. (2012). *Methods of teaching vocational business subjects*. Agbor: Ruyi Publishers.
- Esene, R. A. (2014), *Professional ethics and social responsibility for higher institutions*. Benin City: Ruyi Publishers.
- National Board for Technical Education (2004). *Curriculum and course specification (ND and HND) in office technology and management*. Kaduna: Atman ltd.
- Nwabuona, E. (2010), *Office technology and management: Some issues and solutions*. Oko: The Scribe Federal Polytechnic, Oko.
- Nwaukwa, F. C. (2015). Extent of integration of information and communication technology in instructional delivery by secondary school business subjects teachers in Abia State. (Unpublishe masters thesis). Department of Vocational Education, Nnamdi Azikiwe University Awka.
- Nwosu, A. N. (2007). Reforming the practice of shorthand and typewriting in the secretarial profession in an ICT era. The business educators' perceptive. A paper presented at the 19th Annual national conference of the Association of Business Educators of Nigeria held at the Ebonyi State University, Abakaliki, Ebonyi State from 16th-20th October.
- Oduma, C.A. (2010). A survey of employers' perception of the professional competencies needed by business education graduates for gainful employment in organization. *Journal of Business and Vocational Education* 1(1), 25-37

- Ojukwu, K & Ojukwu, F. K. (2005).Managers and business educators' perceptions of the competencies required in modern computerized offices. Nigerian Association of \business Educators. *Business Education Journal*, 5(1), 81-83.
- Okolocha, C. C.& Olannye, V.E. (2015).Supervisors' assessment of computer-based competencies possessed By secretaries in government ministries in Delta State of Nigeria. *International Journal of Management Sciences*, 5(6), 467-475.
- Okoro, F. & Ifesi, C. (2016) Teachers' perception of the marketability of the secretarial profession in meeting the needs of the present day Nigerian labour market. *Journal of Professional Secretaries and Administrators* 22 (8), 58-66.
- Okoro, F.(2009). Polytechnic teachers perception of the relevance of the components of office technology and management programme in meeting the ICT needs of contemporary office. *Business Education Journal* 7(1), 45-61.
- Okoro, F.(2010). Enhancing the role of the secretary in an information and communication technology era towards meeting the challenges of vision 20:2020. A paper presented at the National Conference of the National Association of Professional Secretarial Staff of Nigeria (NAPSSON). Held at Ilorin from 11th – 16th October, 2010.
- Okoro, O. B. (2013). Assessment of ICT competencies possessed by polytechnic OTM lecturers in South-South geo-political zone of Nigeria. Unpublished master's thesis submitted to department of technology and vocational education, Nnamdi Azikiwe University Awka.
- Olorundare, S. (2013).Utilization of ICT in curriculum development, implementation and evolution in the service of education. Nsukka: University of Nigeria.
- Olukemi, J. O., & Boluwaji, C. E. (2014).Challenges of curriculum development in office technology and management in tertiary institutions. *International Journal of Technology and Inclusive Education (IJTIE)*, 1(3), 475-484.
- Popham, E. L., Schrag, A. F. & Blockhus, W. (2005).*A teaching-learning system for business education*. New York: Gregg division of McGraw-Hill Book company. Royal Pace Publications.

ANALYSIS OF INCOME GENERATING ACTIVITIES OF ANAMBRA STATE SECONDARY SCHOOL PRINCIPALS AS FUNDING STRATEGIES IN A DEPRESSED ECONOMY

Ugwu, Ifeanyichukwu¹ & Nnebedum, Chidi²

^{1&2} Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka

Abstract

The present Nigerian economic depression seems to have resulted in myriad of problems such as hike in cost of education and fall in purchasing value of the Naira in mobilizing and controlling various resources in the school. Consequently, the need to analyze the income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy becomes imperative. Two research questions guided the study. The study adopted a descriptive survey research design. Out of the population of 258 principals in Anambra state, the researchers adopted the multi stage technique in sampling 130 principals for the study. The instrument for data collection was researchers developed questionnaire titled. ‘‘Principals’ Income Generating Activities Questionnaire (PIGAQ)’’.The instrument was validated by three experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The cronbach alpha was used to determine the reliability of the instrument. This yielded a high reliability coefficient of 0.86 and .84 for Parts A and B respectively. The researchers with five research assistants collected data for the study using the direct approach method. A 94% return was recorded. Mean and standard deviation were used to answer the research questions. The findings of the study revealed that many agricultural-based and commercial-based income generating activities have not been fully exploited by secondary school principals in Anambra state. Based on the findings of this study, it was recommended among others that: secondary schools principals in Anambra state should leverage on the financial prospect of operating fishpond in the schools, making detergents and soaps for sale as alternative funding strategies.

Introduction

Before independence in 1960, Nigeria’s economy was predominantly agrarian, producing her wants and exporting the surplus. However, with the emergence of oil boom in 1970s’, attention was shifted to oil sector which led to the growth of Nigerian economy. Udabah (1999) pointed out that the oil boom did not last long- from 1981, the world oil market began to collapse due to oil glut and hence, Nigeria started experiencing crisis. Gbosi (2002, p.10) asserted that the economic crisis is not only that of low per capita but also that of macroeconomic instability characterized by high inflation rate, sharp depreciation of the nation currency, high unemployment rate and

balance of payments disequilibrium. A depressed economy is characterized by substantial increase in unemployment, a drop in available credit, diminishing output, bankruptcies, sovereign debt defaults, reduced trade and commerce, and sustained volatility in currency values (Nhuta, 2016). Similarly, Akinyemi, Adebisi and Ofem (2010) pointed out that a depressed economy is characterized by economic, social and cultural distortions. Continuing, they asserted that it is a state when things are completely down and there are widespread unemployment and general misery. Needless to say that Nigeria's economy is depressed. This is because her economy has typical characteristics of a depressed economy. A drop in credit availability and volatility in the value of the Naira has contributed to hyper inflation. This in turn reduces purchasing power of the Naira and also increase the cost of education in Nigeria as a whole and Anambra State in particular. To cope with the increasing cost of education, principals could resort to several income generation activities to supplement the government and parents efforts in funding schools.

According to United Nation Educational, Scientific and Cultural Organization (UNESCO) cited in Abdrahman, Ngkim and Ngeoh (2015) income generation activities mean a set of small-scale projects which create income to the individual beneficiaries or groups, on the other hand, promote rights to self-determination and integration. Also, Hezron (2016), defined income-generating activities as those activities which can be undertaken by organizations so as to raise revenues to enhance project or enhance school finance other than the statutory allocation. School-based income generating activities play important role in education financing by enabling schools to absorb macro-economic shocks without necessarily passing more financial obligation to parents, most of whom struggle to keep their children in school (Odundo & Rambo, 2013). They further stated that the returns from income generating activities investments enable schools to expand their asset base and manage their liabilities.

The main types of income generating activities include: school buses, farms, hire of classroom for use by churches and social activities like ceremonies or crusades, horticulture; where some schools raise vegetables and fruits for use, within and outside the school clubs and societies among others (Hezron, 2016). In this study, income generation activities are classified into agricultural based and commercial based. Agricultural-based income generation activities are alternative funding strategies that are mainly geared towards sourcing monies through involvement in cultivation of land and rearing of animals. Agricultural-based income generating activities include: farming, maize and wheat growing, horticultural based produce, vegetables, piggery and poultry (Omukoba, 2011).

On the other hand, commercial-based income generating activities are alternative funding strategies that are mainly geared towards sourcing monies through involvement in providing services and other ventures that are not directly related to cultivation of land and rearing of animals. Omukoba (2011) pointed out that commercial-based income generating activities are mainly canteen and posho mill. In

this study, commercial-based income generating activities include: water vending services to members of the community, operating canteen and computer business centre within the school, making detergents and soaps for sale, making snacks for sale within and outside the school among others.

Statement of the Problem

In addition to poor budgetary allocation to education by Anambra State Government, the present economic depression in Nigeria appears to have worsened the fortunes of education in the state. The dwindling purchasing value of naira in mobilizing and controlling various resources in the schools has continued unabated. There is therefore, urgent need to mitigate this trend hence the problem of this study is to analyze the income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy.

Purpose of the Study

The main purpose of the study is to analyze income generating activities adopted by Anambra state secondary school principals as alternative funding strategies in a depressed economy

Specifically, the study sought to analyze the:

1. Agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy.
2. Commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy.

Research Questions

The following research questions guided the study:

1. What are the agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?
2. What are the commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?

Method

The study employed the descriptive survey design. The population of the study comprised 258 secondary school principals in Anambra State. The sample of the study comprised 129 secondary school principals in Anambra state. The researchers adopted the multi stage technique in drawing the sample for the study. First, the

proportionate stratified random sampling technique was used to select the number of principals for the study. This was considered necessary to ensure that principals from the various zones in the state were represented in the same proportion they existed in the population. Having determined the total number of principals for the study, the researchers employed purposive sampling technique to sample the principals for the study in each education zone.

Researchers developed instrument titled “Principals’ Income Generating Activities Questionnaire (PIGAQ)” was used for data collection. The instrument has two clusters, A and B. Cluster A which focused on agricultural-based income generating activities adopted by principals contains 8 items and Cluster B focused on commercial-based income generating activities adopted by principals contains 9 items. PIGAQ contains 17 items all structured on a four points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree weighted at 4, 3, 2 and 1 respectively.

The face validity of the instrument was established by three experts, two in Department of Educational Management and Policy and one in Educational Measurement and Evaluation from the Department of Educational Foundations, all are lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. To ensure the internal consistency of the instrument, a trial test was carried out on 20 secondary schools principals in Enugu State.

Cronbach alpha co-efficient values of 0.86 and 0.84 were obtained for Cluster A and B respectively.

The distributed and completed copies were collected on the spot and follow up visits were made where the respondents could not submit on the spot. The distribution and collection of the copies of the questionnaire lasted for three weeks. At the end of the exercise, 127% copies of the questionnaire were properly completed and retrieved indicating 98.4 returns. Mean and standard deviation were used to answer the research questions. Mean scores that fall below 2.50 were taken as disagreement and otherwise it was taken to indicate agreement.

Results

Research question 1: What are the agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?

Table 2: Mean and standard deviation ratings of agricultural-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies

S/N	Items	\bar{X}	SD	DECISION
1.	Operating fishpond in the school	1.23	.94	Disagree
2.	Rearing of livestock	2.59	.12	Agree
3.	Selling of livestock feeds	1.99	1.12	Disagree
4.	Leasing of school land for farming	2.79	.64	Agree
5.	Engaging in dairy farming	2.44	.56	Disagree
6.	Operating an agro-chemical venture in the school	1.24	1.32	Disagree
7.	Cultivating cereal crops	2.99	.44	Agree
8.	Growing fruits in commercial quantities	2.33	1.50	Disagree
Mean of Means		2.20	.83	Disagree

Result presented in Table 1 revealed that the principals' responses on items 1, 3, 5, 6 and 8 rated below 2.50 of the agreeable mean score. Items 2, 4, and 7 which were rated above 2.50 of the agreeable mean score indicate agreement with the statements. The standard deviations which ranged between .44-1.50 indicate convergence and closer disparity from the mean scores. The mean of means of 2.20 which is below 2.50 of the agreeable mean score, indicates that many agricultural-based income generating activities have not been fully exploited by secondary school principals in Anambra state.

Research question 2: What are the commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies in a depressed economy?

Table 2: Mean and standard deviation ratings of commercial-based income generating activities adopted by Anambra State secondary school principals as alternative funding strategies

S/N	Items	\bar{X}	SD	DECISION
9.	Water vending services to members of the community	2.32	.56	Disagree
10.	Hiring of the school halls	2.57	1.12	Agree
11.	Organizing extra-curriculum lesson in the school	2.68	.97	Agree
12.	Operating canteen within the school	2.72	.86	Agree
13.	Operating computer business centre in the school	2.16	.43	Disagree
14.	Operating stationery shop in the school	2.24	.49	Disagree
15.	Hiring of the school field	2.66	1.01	Agree
16.	Making detergents and soaps for sale	2.34	.66	Disagree
17.	Making snacks for sale within and outside the school	2.24	.89	Disagree
Mean of Means		2.43	.78	Disagree

Result presented in Table 2 revealed that the principals' responses in 9, 13, 14, 16 and 17 rated below 2.50 of the agreeable mean, indicating disagreement with the statements. Items 10-12 and 15 which were rated above 2.50 of the agreeable mean score indicating agreement with the statements. The standard deviations which ranged between .43-1.12 indicate convergence and closer discrepancy from the mean scores. The mean of means of 2.43 which is below 2.50 of the agreeable mean score, indicates that many commercial-based income generating activities have not been fully exploited by secondary school principals in Anambra state.

Discussions of Findings

Result presented in Table 1 revealed that many agricultural-based income generating activities have not been fully exploited by secondary school principals in Anambra state. This finding is contrary to the earlier report of Omukoba (2011) which revealed that schools with adequate school land engaged in agricultural activities such as pig rearing, poultry farming and crop farming. The difference in findings could be attributed to location and/or time lag. This finding implies that many secondary school principals have not fully exploited many agricultural-based income generating activities such as operating fish pond in the school, selling of livestock feeds and growing fruits in commercial quantities among others.

Result presented in Table 2 revealed that many commercial-based income generating activities have not been fully exploited by secondary school principals in Anambra state. This finding is supported by the earlier report of Hezron (2016) which states that many income generation options exist but have not been exploited by

schools. This implies that many secondary school principals have not fully exploited many commercial-based income generating activities such as making detergents and soaps for sale, making snacks for sale within and outside the school and operating computer business centre among others.

Conclusion

Based on the findings of this study, it was concluded among others that, Anambra State secondary schools principals do not engage in income generating activities as alternative funding strategies.

Recommendations

Based on the findings of this study, it was recommended among others that: secondary schools principals in Anambra state should leverage on the financial prospect of operating fishpond in the schools, making detergents and soaps for sale as.

References

- Abdrahman, A., Ngkim, S. & Ngeoh, P.T. (2015). Income generation activities among academic staff at Malaysian public universities. *International Education Studies*, 8(6), 194-203.
- Akinyemi, S., Adebisi, & Ofem, I.B. (2010). Funding universal basic education in a depressed economy: The case of Nigeria. *Pakistan Journal of Social Sciences*, 7(2), 85-89.
- Gbosi, A.N. (2002). *Contemporary issues in Nigeria's public finance and fiscal policy*. Abakiliki: pack publisher.
- Hezron, N.N. (2016). An evaluation of income generating projects in public secondary schools in Nairobi County. *International Journal of African and Asian Studies*, 21:6-16.
- Nhuta, S. (2016). Strategic leadership in a depressed economy. *International Journal of Research in Management, Economics and Commerce*, 6(1), 1-15.
- Nworgu, B.G. (2015). *Education research: Basic issues and methodology (3rd ed.)*. Enugu: University Trust Publishers
- Odundo, P.A. & Rambo, C.M. (2013). Effect of school-based income generating activities on financial performance of public secondary schools in Kenya. *Chinese Business Review*, 12(6), 375-394.

Udaba, S.I. (1999). *Basic economic theory and practice*. Enugu: linco press Nigeria limited.

Omukoba, H.O. (2011). Contribution of income generating activities to financing secondary school education in Kenya: A case study of Eldoret Municipality. *Educational Research*, 2(2), 884-897.

PRINCIPALS' MOTIVATIONAL STRATEGIES FOR ENHANCING SECONDARY SCHOOL TEACHERS' PRODUCTIVITY IN ANAMBRA STATE

Osegbue, C. Gloria¹, Ohamobi, N. Ifunanya Ph.D² & Manafa, F. Ifeyinwa Ph.D³

^{1,2,&3} Department of Educational Foundations,

Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

Abstract

This study examined principal's motivational strategies that will enhance teachers' productivity in secondary schools in Anambra State. The study adopted a descriptive survey design. Two research questions guided the study and one hypothesis was tested. A structured questionnaire developed by the researchers and titled Principal's Motivational Strategies and Teachers' Productivity Questionnaire (PMSTPQ) was used for data collection. The population of the study comprised 789 teachers in secondary schools in Onitsha education zone of Anambra State. A sample of 120 teachers was purposively drawn for the study. The instrument was validated by three experts, who are lecturers, two in Educational Management and one in Educational Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. Mean scores and standard deviation were used to answer the research questions while t-test was used in testing the hypothesis at 0.05 level of significance. The reliability of the instrument was established using Cronbach Alpha. It yielded a reliability coefficient of 0.79 which was considered adequate for the study. The findings showed among others that motivation leads to teacher's professional growth, job satisfaction and realization of target goals of the school. Based on the findings it was recommended among others that principals should be encouraged to attend seminars, workshops and conferences on the auspices of the school and that teachers' promotion, remuneration and other fringe benefits should be paid as and when due.

Keywords: Education, Motivation, Teachers' Productivity.

Introduction

Education is one of the biggest instruments of economic progress, social mobilization, political survival and effective technological development. Undoubtedly, education has expanded tremendously in Nigeria since independence but regrettably, this expansion has not yet been matched with corresponding teaching and learning paraphernalia (Akpa, 2002). To achieve the laudable objectives of education required for sustainable economic growth, principals should be knowledgeable in handling human and material resources for the realization of set goals (Aja-Okorie & Usulor, 2016). This is because sustainable development is that

development that meets the present and transcends to the future needs of a progressing nation. Every developing nation needs to build its human resources firmly. Hence, a country is said to be technologically developed, if majority of her citizen are well educated (Ogunsaju, 2012). According to Gilborn and Marais (2001) most progressive nations believe that education is the gateway to success, social emancipation, economic achievement and national development. If this statement is true, then school principals should therefore be pro-active in inspiring teachers to perform better. It is noted that teachers behave differently under different situations (Getange, 2016). This view is true because teachers tend to put in their best when adequately rewarded. Principals should encourage teachers by identifying their needs and satisfying them through appropriate and possible relevant motivation (Ouwa, 2007).

Motivation according to Kreitner (1995) is the psychological process that gives behaviour purpose and direction. Motivation means to inspire people to work individually or in groups to produce best result (Getange, 2016). Motivation is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual needs (Orodho, 2013). This is in line with Lomak (2013) who opined that motivation arouses the interest of an individual to take a move towards a certain goal. The author stressed that it is an inner drive which prompts people to act in certain way. In another vein, Ejiogu and Ogonor (2016) observed that motivation enables management to direct employees' energy towards maximum achievement of goals and objectives of the organization. In this study, motivation is perceived as stimulations which inspire individuals towards achieving greater productivity.

Motivational strategies according to Onyali and Nnebedum (2016) are energizers to staff performance. They further stressed that motivational strategies direct and control the behaviour of teachers to achieve maximum output. Osakwe (2010) opined that motivated teachers are resilient, creative and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving a sustainable economic development. In his own view Enoh (2002) asserted that school principals should use various incentives to motivate teachers because human behaviour is very difficult to understand. However, there are many factors that motivate people to work. These factors are divided into two types called extrinsic motivation and intrinsic motivation (Anyim, Chidi & Badejo 2012). Intrinsic motivators influences individuals from inside while extrinsic motivators influence individuals from outside. Researchers have found that both intrinsic and extrinsic motivation can have different effects on behaviour and how people pursue goals. Udoh and Akpa (2012) asserted that both intrinsic and extrinsic motivation are very important in teaching and learning process. In support of this assertion, Double (2013) pointed out that teachers' motivation can be in form of allowances, bonuses, on-the-job training programmes, promotion of

teachers, provision of good working environment, maintaining high degree of relationship with teachers and improving the teachers' general wellbeing.

There has been much outcry about the ineffectiveness of teachers in the discharge of their duties. In some cases, teachers have been seen carrying out one form of business activity or another during school hours. Reports revealed that most teachers are lukewarm and unserious in the discharge of their duties. Some of the complaints of the teachers include delayed promotion, unpaid arrears, denial of staff development programmes and poor salary. It is against this that this study was undertaken to empirically ascertain the principal's motivational strategies that will enhance teachers' productivity in Secondary Schools in Anambra State.

Research Questions

To carry out this study, the researchers sought answers to the following questions.

1. What are the effects of motivation on teachers' productivity?
2. What are the principals motivational strategies that will enhance teachers' productivity in secondary schools in Anambra State?

Hypothesis

The following hypothesis was tested at the 0.05 level of significance.

Ho: There is no significant difference between the mean rating of male and female teachers on principals' motivational strategies that enhance teacher's productivity.

Method

The researchers employed the descriptive survey design for the study. According to Awotunde and Ugodulunwa (2008) descriptive surveys are designs aimed at collecting data and describing the characteristic features about the population. Two research questions guided the study and a null hypothesis was tested. The population of the study was 789 teachers from secondary schools in Onitsha education zone of Anambra State. A sample of 120 teachers was purposively drawn for the study. A 25-item structured questionnaire titled "Principal's Motivational Strategies and Teachers' Productivity Questionnaire" (PMSTPQ) developed by the researchers was used to collect data. The items were structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) weighed 4, 3, 2 and 1 respectively. The instrument was validated by three experts, two who are lecturers two in Educational Management and one in Educational Measurement and Evaluation all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was determined using Cronbach Alpha method and this yielded a reliability index of 0.79. Two research assistants were used for the administration and retrieval of the instruments. All the 120 copies of the instrument administered were successfully completed, retrieved and were used for data analysis. Data collected were analysed using mean and standard deviation to

answer the research questions and t-test to test the null hypothesis at .005 level of significance. The decision rule was based on the mid-point of the scale which is 2.50. Any item with a mean rating of less than 2.50 was regarded as disagreed while any item having a mean rating of 2.50 and above was regarded as agreed. The null hypothesis was rejected if the calculated t-value is greater than the critical t-value, otherwise it was not rejected

Results

Research Question 1: What are the effects of motivation on teachers’ productivity?

Table 1: Mean rating of the effects of motivation on teachers’ productivity in secondary schools in Anambra State.

S/N	Item Description	X	SD	Decision
1.	Realization of target goals of the organization.	3.83	0.37	SA
2.	Professional growth of teachers	3.58	0.50	SA
3.	Appropriate placement of teachers	3.27	0.60	A
4.	Job security	3.16	0.40	A
5.	Good principal staff relationship in the school	3.43	0.49	A
6.	Job satisfaction	3.13	0.59	A

Table 1 shows that all the listed items have mean ratings greater than the criterion mean of 2.50 which implies that the respondents agreed that effects of motivation on teachers productivity is high. However, items 1 and 2 have mean rating of 3.83 and 3.53 respectively indicating that the responded agreed that effect of motivation on the realization goals of organization and on teachers professionally growth is very high.

Research Question 2: What are the principal’s motivational strategies that enhance teachers’ productivity in Anambra State?

Table 2: Mean ratings of the principal's motivational strategies that enhance teachers' productivity in secondary schools in Anambra State.

S/N	Item Description	\bar{x}	SD	Decision
7.	Constant feedback on teachers work.	3.37	0.50	A
8.	Allowing teachers to participate in on-the-job training programmes	3.84	0.37	SA
9.	Involving teachers in decision making.	3.01	0.89	A
10.	Delegation of responsibility	3.50	0.50	A
11.	Provision of good working environment	3.40	0.49	A
12.	Maintaining of high degree of relationship with teachers	3.66	0.47	SA
13.	Organise teachers end of year party.	3.17	0.37	A
14.	Give teachers weekly memo of activities that might be tried out in the classroom.	3.64	0.54	SA
15.	Providing recreational facilities for teachers	3.23	0.44	A
16.	Positive feedback and reinforcement	3.84	0.37	SA
17.	Effective dissemination of information	3.74	0.44	SA
18.	Giving of fringe benefits, allowances and bonuses	3.83	0.37	SA
19.	Improving teacher's wellbeing	3.75	0.52	SA
20.	Promoting punctuality by example	3.78	0.37	SA
21.	Giving soft loans to staff	3.59	0.52	SA

Results on Table 2 show that all the items listed S/Nos. 7 – 21 have mean ratings above the criterion mean of 2.50. This implies that the respondents agreed that all the items listed enhance teachers' productivity. A more detailed look at the results reveal that items 8, 12, 14, 16 - 21 with mean ratings 3.84, 3.66, 3.64, 3.84, 3.74, 3.83, 3.75, 3.78 and 3.59 respectively, were considered by the respondents as strategies that enhance teachers' productivity to a very high extent.

Ho: There is no significant difference between the mean rating of male and female teachers on principals' motivational strategies that enhance teacher's productivity.

Table 4: t-test of difference between the mean ratings of male and female teachers on principals’ motivational strategies that enhance teachers’ productivity

Variables	N	\bar{x}	SD	t-cal	t-crit	Decision
Male teachers	28	3.28	0.91			
				0.57	1.96	NS
Female teachers	92	3.17	0.97			

The result on Table 3 reveal that the t-critical value of 1.96 is greater than the t-calculated value of 0.57 at the 0.05 level of significance indicating that there is no significant difference between the mean ratings of male and female teachers on principals’ motivational strategies that enhance teachers’ productivity in secondary schools. The null hypothesis was therefore not rejected.

Discussion

The findings showed that motivation is a necessary tool for enhancing teachers’ productivity. This is evident in the manner it leads to teachers’ professional growth, job satisfaction, realization of target goals of the organization and good interpersonal relationship. This finding supports Johnson (1986) who affirmed that, employee’s professional growth is paramount when adequately motivated and who further maintained that employees will likely put more effort in tasks when there is high assurance of the expected reward. This is also in line with Getange (2016) who asserted that motivation inspire people to work individually or in groups to produce best result. Similarly, Ejiogu and Ogonor (2016) observed that motivation enables school managers to direct employees’ energy towards maximum achievement of goals and objectives of the school and that teachers are happy and satisfied when motivated. The readiness of a person to undertake an action and to sustain the effort required depend on the extent to which he is motivated. In support of this view, Onyali and Nnebedum (2016) averred that motivational strategies are forces that energize, direct and sustain the behaviour of staff. Therefore, principals who do not motivate or create incentives for staff are likely to face negative attitude from teachers which may end up in low job performance (Ubom, 2002).

The study further revealed that teachers perceive the the issues of positive feedback and reinforcement, giving soft loans, on-the-job training programmes, maintaining high degree of relationship with staff, delegation of responsibility, good working environment, effective dissemination of information, giving fringe benefits and being a role model as strong motivators. This is in line with Double (2013) who observed that motivation can take the form of allowances, bonuses and on-the-job programme. The finding also tallies with Ubom (2002) who observed that

motivational incentives occur in terms of fringe benefits, promotion, recognition, merit award, bonus and in-service training. In his view Jackson (2007) opined that lack of motivation among teachers has been manifested in teacher's lukewarm and unserious participation in school activities. The findings further revealed that teachers want to be involved in decision making in the school especially as it relates to their students. The aim of any education programme is to realise set goals and it is imperative that every good educational administrator should explore all avenues to make sure that the set goals are met.

Conclusion

Motivation is seen as the inner drive that pushes individuals towards an action, for the purpose of achieving target goals. The teacher is central in the teaching and learning process, being the facilitator, giver of knowledge and skills. This makes it imperative for them to be accorded priority and attention. It is hopeful that school principals in Anambra State will adopt and implement the motivational strategies highlighted in the study as a means of enhancing their teachers' productivity. Teachers when motivated are happy to work and put in their best to ensure effective teaching and learning needed for sustainability of our Nigerian economy.

Recommendations

Based on the findings, the following recommendations are proffered:

1. Principals should encourage teachers to attend seminars, workshops, conferences and assist them financially to that effect.
2. The government and school proprietors should take steps to ensure that teachers' promotion, remuneration and other fringe benefits are provided regularly.

References

- Aja-Okorie, U. & Usubor, V.I. (2016). Analysis of principals' motivational practices for teachers' effectiveness in public and private secondary schools in Ebonyi State, Nigeria. *Public Policy and Administration Research*, 6 (2), 74-83.
- Akpa, G.O. (2002). *The principalship: Its theory, Nigerian practice and 21st century challenges*. *The 21st Century Principal in Nigeria*. Jos: Ichegum Publication.
- Awotunde, P.O. & Ugodulunwa, C.A. (2008). *An introduction to statistical methods in education*. Jos: Fab Anieh Nigeria Ltd.

- Anyim, F.C., Chidi, C.O. & Badejo, E.A. (2012). Motivation and employee's performance in the public and private sectors in Nigeria. *International Journal of Business Administration*, 3 (1), 31-40. Doi:10.5430
- Double Gist (2013). The impact of motivation on teachers' students. *Retrived 2nd May, 2018 from <http://www.doublegist.com>>academic...*
- Ejiogu, A & Ogonor, B. (2016). *Fundamentals of educational management*. Lagos: Federal Ministry of Information.
- Enoh, A.O (2002). *The principals' role in promoting school community relations: Historical perspective and twenty-first century challenges. The 21st Century Principal in Nigeria*. Jos: Ichejum publications.
- Getange, K.N. (2061). IOSR. *Journal of Research and Method in Education*. 6(4), 33-38
- Gilborn, B. & Marais, S. (2001). *How the education system is affected by an ailing economy*. London: Sage Publishers.
- Jackson, C.M. (1997). *Assisting marginal teachers: A training model, principal*. New York Press. 28-35.
- Johnson, S. (1986). "Incentive for teachers: What motivates, what matters?" *Journal of Educational Research*, 22(3), 54-79
- Kreitner, R. (1995). *Management*. Boston: Houghton Mifflin Company.
- Lomak, P.P. (2013). *Curriculum planning and supervision. Educational administration and planning in Nigerian Secondary Schools*. Jos: Inspiration Publication.
- Ogunsaju, S.A. (2012). *School management and supervision*. Ilorin: Crystal Press.
- Onyali, L.C. & Nnebedum, C. (2016). Relationship between total quality management practices of principals' and teacher's productivity in secondary school in Anambra State. *Journal of Education Graduates*, 3 (1), 10-23.
- Ouma, L. (2007). *Effect of motivational theory to the performance of primary school teachers in Kampala District*. Unpublished Masters dissertation, Kampala, Uganda.

- Orodho, J.A. (2013). Progress towards attainment of Education for All (EFA) among nomadic pastoralists: Do home-based variables make a difference in Kenya. *Journal of Humanities and Social sciences*, 6(2), 54-67
- Osakwe, N.R. (2010). The relationship between principals' supervisory strategies and teachers' instrumental performance in Delta Senatorial District, Nigeria. *Pakistan Journal of social Sciences*, 7(6), 33-46.
- Ubom, I.U. (2002). "*Value orientations, needs satisfaction and job performance of public servants in Akwa Ibom State*". A Ph.D. dissertation University of Calabar, Nigeria.
- Udoh, S.U. & Akpa, G.O. (2012). *Educational administration in Nigeria: Theory and Practice*. M.P. Concept Ltd.

PLANNING: A VERITABLE TOOL FOR CURBING WASTAGE IN SECONDARY EDUCATION IN NIGERIA

Amaonye, Blessing Chinenye¹ & Anachuna, Obinna Nonso²

^{1&2} Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awka.

Abstract

This paper highlighted the place of planning as a veritable tool in curbing wastages in secondary education in Nigeria. Within the framework of efforts and strategies towards curbing wastages in Nigerian secondary schools, planning is increasingly accepted as an important tool. Despite the efforts of the government and school management to curb wastages in secondary schools in Nigeria, the trend seems to be increasing resulting in high rate of school dropouts, repetition rates and unemployment among others. This paper reviewed the concept and forms of wastages, causes of wastages and the place of planning in reducing wastages. It is believed that effective planning on the efficient use of educational resources will go a long way towards curbing the increasing wastage rate in secondary schools in Nigeria. The paper recommended among others that there should be a periodic assessment plan to determine the needs of secondary education with a view to eliminating wastages due to repetition and dropout.

Keywords: Planning, Wastages, Repetition.

Introduction

Education is a route to achieving self-reliance and national development in any nation including Nigeria. The education sector has remained a medium through which positive transformation can be achieved in the society. Glennrester, Kremer, Mbiti and Takavarasha (2011) considered education as one of the most promising paths for individuals to realize better and more productive lives and as one of the drivers of national economic development. This is why the government at all levels has adopted education as an instrument for poverty alleviation and for the benefits of the masses (Etuk, Ering & Ajake, 2012). Nigeria has three levels of education: primary level, secondary level and tertiary level. Primary education is education given to the pupils between the ages of 6-11 years; secondary education for children between the ages of 11 and 16 years while tertiary education is the education given to students after the completion of secondary education. Secondary education the focus of this paper is the education given to children after the completion of primary education. It lasts for a period of six years. The secondary education has specific objectives which it is intended to achieve. These according to the National Policy on Education include the following:

1. to provide an increasing number of primary school pupils with opportunities for education of a higher quality irrespective of sex or social, religious and ethnic background
2. to diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by open and to students after their secondary course
3. to equip students to live effectively in our modern age of science and technology;
4. to develop and project Nigerian culture, arts and languages as well as the world's cultural heritage;
5. to raise a generation of people which can think for themselves, respect the view and feelings of others, respect the dignity of labor and appreciate those values specified under our broad national and live as good citizens;
6. to foster Nigerian unity with emphasis on the common ties that unite in diversity;
7. to inspire students with desires for achievement and self-improvement both at school and later in life (Federal Republic of Nigeria (FRN) 2013).

The level of performance of secondary education can only be measured in terms of its achievement of the stated objectives as enshrined in the National Policy on Education. Regrettably, recent occurrences have shown that there are certain levels of inefficiency in the secondary education in Nigeria. Many of our students at the secondary school level are dropping out from the system, the repetition rate is increasing on daily basis. There seems to be a gap between what is expected and the final output of the system as many secondary school leavers are roaming the streets unable to find befitting jobs. The few that manage to find a job have to be subjected to remedial courses to bridge the knowledge gap.

Worse still, many of our human and material resources in the secondary schools are not optimally utilized. Many equipment and other material resources are lying waste. All these are tantamount to wastages in the educational system and truncate the achievement of the well-articulated aims and objectives of secondary education as enshrined in the National Policy on Education. From the foregoing one may begin to wonder the place of planning in curbing the menace of wastages in secondary education in Nigeria. It was against this backdrop that this paper became eminent.

Wastages in Education

Wastage is an economic term which is used in the field of education to describe various aspects of failures that occur in the education system and which militate against the achievement of education objectives. This is in tandem with Babalola (2004) that the term 'wastage' is applied to education as unfamiliar ring and educationists may object to it as a depersonalizing of what is essentially an individual

growth process. This agrees with Idowu (2002) who defined educational wastages as the inefficient use of education resources: teachers, labour school building and equipment. This occurs when an investment preparation (in education) does not produce either its desired or anticipated results or produces result at a scale, considerably lower than it has set for itself. When material resources including time are not used for their purposes, then such resources can be said to have been wasted. According to Derbe, Endale and Ashebir (2015), educational wastage occurs when educational objectives are not realized. They noted that wastage in education indicates inefficiency of the educational system since an education system is efficient when such system tries to reduce wastage to the barest minimum. This corroborates Durosaro (2012) that the concept of efficiency refers to the capacity of the educational system to turn out graduates with minimal wastage. The writers conceived wastage in education as the inefficient use of educational resources (human and material) which jeopardize the achievement of the objectives of secondary education in Nigeria.

Wastage in education can be manifested in a situation whereby the number of pupils/students who enrolled in a particular level of education fail to complete the duration of the study and as a result failed to transit to the next level of education either by dropping out or repeating a particular level of education. This is in agreement with Durosaro (2012) who posited that some of the signs of wastage in education include dropouts, repeaters, premature withdrawals, misguided types of education, non-employment of school leavers and brain drain. Furthermore, it is in tandem with Ajayi and Mbah (2008) who posited that the problem of wastage in education arises in many developing nations as a result of high percentages of students who repeat classes and those who drop out of school. The above assertion entails that wastages occurs in two distinct ways: repetition and dropout. This agrees with the assertion of Derbe, Endale and Ashebir (2015) that repetition and dropout rates are commonly used parameters of measuring educational wastage of any education system. Many factors could be responsible for such wastages in education, Adigwe (1997) lamented poor conditions of secondary schools which include poor teaching, poor motivation of teachers, lack of facilities and equipment. According to Adigwe, these poor conditions have culminated into inefficiency in the system resulting to students dropping out and repeating classes. Any system of education experiencing high dropout and repetition rates is wasteful because those students who dropped out have not gained a lot and have consumed resources that would have been used by other students.

Repetition

Repetition is a condition where a student undertakes the same course(s) or class(es) he/she has done previously, which could be as a result of many factors. According to Derbe, Endale and Ashebir (2015), repeating a grade means utilising more resources than allocated to a student and hindering the intake capacity of schools. This means that class repetition will affect the number of students that

would have been admitted into the school, increases the number of students in the class and necessitates the need to increase resources available for the class. Supporting this, Ige (2015) affirmed that pupils/students that repeat class take up space, teaching time, textbooks and other resources that could be devoted to new students/pupils. This agrees with Ajayi (2007) who maintained that a high level of students' academic performance may not be guaranteed where instructional space such as classroom, libraries, technical workshop and laboratories are inadequate. Repetition depletes the limited resources available to schools and adversely affects the productivity of the teaching personnel as it increases the class size. Commenting on the reasons for repetition, Haidany (2013) noted that poverty, low quality of schooling, security problems and local traditions are responsible for repetition.

High rate of repetition among secondary school students could be as a result of peer group, low socio-economic status of parents resulting in parents' inability to provide the necessary materials that will enable the students perform well in their examinations. Most times, students repeat a particular class not because they fail examination, but because they were not able to pay their school fees and a result were not allowed to take part in examinations. Repetition should be tackled through proper planning by the various stakeholders (government, school and families) in the education industry because if left unchecked may led to more wastages such as high dropout rate in the system.

Drop Out

Dropping out is a situation where students prematurely withdraw from school without completing their course or duration of education. This could be as a result of repeated failure, long absence from school or inability to meet the required needs of education. To buttress this, Jayeeta (2015) asserted that majority of parents in rural areas have very low income which is often insufficient to meet the educational needs of their children; and some students often withdraw from school in order to help the family in doing some works and seeking employment among others. Jayeeta further stated that in some schools, students go to school on bare foot and their uniforms are tattered. This agrees with Ahmed (2003) who stated that in most secondary schools in the country, teaching and learning take place under non conducive environment lacking the basic materials, thus hindering the fulfillment of educational objectives. This kind of situation makes students lose interest in education and sometimes they prematurely drop out of school. Derbe, Endale and Ashebir (2015) noted that leaving school (dropping out) before completing a particular cycle/level of education is wastage in resources, number of graduates and students years.

Students may dropout from school as a result of parents' inability to continue to cater for their children in providing instructional materials and payment of necessary fees, unwanted pregnancy, and peer influence among others. Therefore there is the need

for proper planning by stakeholders to ensure that wastage as a result of students dropping out of school for one reason or the other is reduced to the barest minimum.

Types of Wastage in Education

Basically there are two types of wastages in education: material wastage and human resource wastage, (Odu, 2013).

Material Wastages

Material wastage occurs when materials meant for education are not optimally utilized for the purpose of education. Odu (2013) maintained that material wastage is concerned with underutilization of tools and equipment on a particular task or operation for a given job. Further, Odu stressed that wastage entails damages or destruction of equipment or use of wrong tools for right job and vice versa. These materials are very necessary for effective instructional delivery in education. These materials in most cases may or may not be available for use; and in most cases when these materials are available, it may not be adequate, it will likely have effect on teaching and learning process and constitute an element of wastage, since the expected learning outcome, objectives and goals may not be achieved in education (Usen, Udofia & Offiong, 2012).

Human Resource Wastages

This is a situation whereby the professional expertise of the personnel in education is not optimally maximized. Human wastage occurs when educational personnel are assigned other responsibilities other than their specialties. Buttressing this, Odu (2013) conceived it as the underutilization of personnel in handling education. This is a situation where professionals with requisite skills in certain areas are not allowed to function in their areas of specialization, but are rather given administrative functions. Supporting this, Usen, Udofia and Offiong (2012) asserted that it is sheer waste of skills where an engineer is appointed to head the Ministry of Health rather than Ministry of Works and Housing. In the same view, a specialist in mathematics should be assigned to teach mathematics in order to ensure effectiveness and total instructional delivery. However, this is not always so, as there are situations where the available skilled manpower is not given the opportunity to apply the skills fully in their area of specialty for intellectual development of the learners' interest which could possibly affect the interest of the learner and apparently leads to failure, repetition and perhaps dropping out of the school. Corroborating this view are the findings of Akolo (1998) and Gbadamosi (2014) who confirmed that the root cause of failure in secondary schools is a fall-out of inadequately trained teachers and non- provision of the needed instructional materials which consequently contribute to the apparent poor students' academic performance and thereby reducing graduation rates in secondary schools in Nigeria.

Causes of Wastage in Education

Several factors have been identified as causes of wastage in education. Derbe, Endale and Ashebir (2015) categorized these causes into three; namely:

1. Students Related factors
2. Teacher related factors
3. School related factors

Student Related Factors: these include; failure to study hard, lack of interest in education, low future success expectation, frequent absenteeism, health problems, self conception due to previous failure in examination.

Teacher Related Factors: these include; lack of encouragement to students from teachers, assignment of less experienced teachers, assignment of less qualified teachers, professionally disappointed teachers

School Related Factors: these include; distance from home to school, lack of school facility, learning in overcrowded classrooms among others. These causes include;

1. Poverty
2. Lack of school fees and money for other school requirements
3. Need to improve grades/performance
4. Pregnancy
5. Sickness
6. School location/distances
7. Truancy/indiscipline
8. Drugs
9. Peer pressure
10. Lack of family support

Furthermore, the causes of wastages in education as conceptualized by the writers include; the nature of the process and the nature of the output.

Students as one of the basic inputs to the education system can cause wastages in the education system. The nature of the students admitted in the school to a very high extent will determine the rate of wastages in that particular system. If the school admits students that of high quality through subjecting them to a thorough entrance examination, it will help to minimize repetition that arises as a result of students failing examinations because the school ensured that the students are of the right quality at the point of entry.

Furthermore, the educational process can cause wastages in education. When the school administration fails to get the process right by ensuring that teachers are discharging their duties religiously, being in class when they are supposed to be in

class, prepare their lesson plan, teach according to plan, give and mark assignments among others. The principals should ensure that the process is right by discharging their supervisory roles judiciously. The nature of the output also causes wastages in education basically because of the input nature because the input to an extent will determine the output. Wastages in education connotes when a school leaver is unable to find a job probably for the fact that they are unable to meet the job requirements of the employer. Most of the school leavers may not update or upgrade their knowledge most especially in this ICT era in order to bridge the knowledge gap.

From all indications, wastage threatens the internal and external efficiency of the educational system and is a stumbling block to the attainment of goals and objectives of the schools. Therefore there is the need for proper planning to be put in place by the government, educational institutions, households and indeed all stakeholders towards curbing the high rate of wastages in secondary schools in Nigeria.

Planning as a Veritable Tool for Curbing Wastages in Secondary Schools

Planning is a process that involves a deliberate, systematic, rational and continuous determination of course of action that is aimed at optimizing the use of limited organizational resources in order to achieve organizational goals. Given the importance of secondary education, it follows that improved secondary education is fundamental to the creation of effective human capital in any country.

It has been a parlance that, failure to plan is planning to fail. This presupposes that every success achieved is an outcome of a good plan (Nwogbo, 2014). Therefore, to avoid wastages, that is to make efficient use of both human and material resources in the secondary level of education, there is need for proper planning. Planning therefore is an indispensable tool towards curbing wastages in education. Planning can curb wastages in education through the following ways:

1. **Planning determines the objectives and goals of the educational system and devices means of achieving them:** Nwogbo (2014) observed that all organizations (including education) are set up to achieve different purposes or objectives which guarantee their survival and continued existence. Education cannot achieve its stated objectives without planning. Planning is the best step toward the achievement of organizational goals. For organizational goals to be achieved, there must be effective utilization of resources through proper planning. This means that for secondary education system to achieve its objectives, resources must be effectively utilized, and for that to happen, it must be carefully planned. If the limited resources are not planned, they may end up being wasted. Therefore, planning needs to be effectively carried out to determine the goals and objectives of the education system and also device means to achieve the goals of education as stated. Without proper planning in

this respect, wastages is bound to occur in the system because when purpose is not known, then abuse (wastages) becomes inevitable.

2. **Planning Enhances Division of Labour and Specialization:** Akuegwu and Uchendu (2016) affirmed that planning involves determining what to teach, who teach it, how to teach it and what is required to teach it. This entails that the curriculum must be stated, those teaching it must be placed according to their specialties, the processes or procedures for teaching must carefully follow the best practices of teaching and the facilities, instructional materials etc., provided for it. These ensure that material and human resources needed in the school are optimally utilized for the purpose of education. This will eliminate the underutilization of personnel in handling education; a situation where professionals with requisite skills in certain areas are not allowed to function in their areas of specialization, but are rather given administrative functions (Odu, 2013).
3. **Planning in Education Helps to Ensure the Quality and Type of Education Provided Meets the Demands of the Society:** Proper planning will help to ensure that the type of education provided for the population is such that will meet the demands of that society. This planning will achieve through the manpower forecasting approach by providing education in those areas where it is needed. This will helping in curbing wastages (most especially external wastages) among school leavers as the type and quality of education received will be such that will help him or her to secure a gainful employment.
4. **Carrying Capacity:** Planning ensures that students' enrolment does not exceed the carrying capacity and resource available to secondary education. When the education facilities are provided to meet the number of students in schools, there will be efficiency in the system. Efficient utilization of resources eliminates wastages.
5. **Planning Enhances Teaching and Learning Process:** when what to teach, who to teach it how to teach it are carefully planned to meet the varying learning needs of different learners in the schools, a high level of students' academic performance will be guaranteed as well as eliminate wastage due to repetition.

Conclusion

It has been proven that when the material and human resources are not carefully planned, inefficiency will occur in the system. Inefficient use of educational resources results to wastage which militates against the achievements of the goals and

objectives of the education system. This buttresses the fact that planning is pivotal to the achievement of educational goals and objectives. Therefore, planning remains a veritable tool for curbing wastage in secondary education in Nigeria.

Recommendations

Based on expositions in this paper the following are recommended:

1. The Government and agencies regulating secondary education should ensure that there is in place effective planning mechanisms to ensure that the limited resources available to education are optimally utilized in and for the education system.
2. School administrators should carry out periodic assessment plan to determine the needs of the secondary education so as to eliminate wastage due to repetition.
3. There should be periodic recruitment of professional teachers by Government and Proprietors of secondary schools. This should be carefully planned to meet the increasing number of students in the classrooms.

References

- Adigwe, O.A (1997), *A report to the 1997 Joint Consultation Committee on Education exam's ethics project*, University of Lagos state.
- Akolo, P.O. (1998). *Solution to falling standard of education in Nigeria*. Herald, Wed, May 24.
- Babalola, J.O (2014). *Trends and issues in educational planning*. A paper presented at the Conference of Directors, Planning, Research and Statistics (DPRS).National Institute for Education. Abuja.
- Christian, M. (2015). Analysis of secondary school dropout rates in Rivers State, Nigeria. *Journal of Educational Research and Studies*,3(4), 66-73.
- Deribe, D. K .,Endale B. D., &Ashebir, B.E. (2015). Factors contributing to educational wastage at primary level: The case of LanfuroWoreda, Southern Ethiopia. *Global Journal of Human-Social Science: Linguistics & Education*, 15(6), 45-51.
- Durosaro, D.O (2012). *Cost of education. Where the pinches*.103rd inaugural lecture. University of Ilorin.

- Etuk, G.B, Ering, S.O & Ajake, U.E (2012). Nigeria's universal basic education (UBE) policy: A social logical analysis. *Americana International Journal of Temporary Research*, 2(7), 179-181.
- Federal Republic of Nigeria (2013). *National policy on education*. (4thed.). Abuja: NERDC Press.
- Gbadamosi, L (2014). *Educational planning in the 21st century*. A paper presented at the Conference of Directors Planning, Research and Statistics (DPRS) held at National Institute for Educational Planning and Administration (NIEPA), Ondo.
- Glennster, R., Kremer, M. & Takavasham, K (2011). *Access quality in the kenya's education system. A review of the progress, challenges and potentials solutions*. Office of the Prime Minister of Kenya.
- Haidany B. (2013). *Controversy over grade repetition. Afghan teachers' view on grade repetition*. Unpublished M.Ed Thesis, Karlstads University.
- Idowu, A.I. (2002). The learning environment of the Nigerian child. In R.U.N.
- Okonkwo, & R.O Okoye, (Eds). *The learning environment of the Nigerian child*. Awka: Erudition.
- Ige, A.N. (2015). Wastage factors in universal basic education programme implementation in Nigeria: The way out. *Journal of Counseling and Education*, 4 (1), 1-12.
- Jayeeta, B. (201 5). Wastage and stagnation in primary schools. *International Journal of Humanities & Social Science*, 1(5), 19-25.
- Nwogbo, V.N (2014). Basic concepts in educational administration and management. In G.O Unachukwu & P.N. Okorji (Eds). *Educational management: A skill building approach*. Nimo: pp Rex Charles & Patrick Limited.
- Odu, K.O. (2013). Wastage management and environment sustainability in Vocational Technical Education for sustainable national development. *Unizik Orient Journal of Education*, 7(1), 221-225.
- Usen, S. ML, Udofia, A. E, & Offiong, A. A. (2012), Effective management of wastages in Vocational Education for sustainable development in Nigeria. *An International Multidisciplinary Journal Ethiopia*, 6(3), 21-27. Available at Doi: <http://dx.doi.org/10.4314/afrev.v6i3.13>